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ABSTRACT

This module, one in a series of competency-based administrator instructional packages, focuses on a specific competency that vocational education administrators need to be successful in the area of school-community relations. The purpose of the module is to give administrators skills in involving the community in vocational education by providing information and practice activities on identifying appropriate participants and the roles they can play and on developing a community involvement plan. An introduction provides terminal and enabling objectives, a list of resources needed, and a glossary of selected terms. The main portion of the module includes four sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves. Each learning experience consists of a number of activities that may include information sheets, case studies, samples, checklists, and self-checks. Optional activities are provided. The final learning experience also provides an assessment form for administrator performance evaluation by a resource person. (YLB)

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ED226248

Involve the Community in Vocational Education

MODULE
LT-F-3

Module LT-F-3 of Category F —
School-Community Relations

COMPETENCY-BASED VOCATIONAL EDUCATION ADMINISTRATOR MODULE SERIES

Consortium for the Development of
Professional Materials for Vocational Education

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The National Center for Research in Vocational Education
The Ohio State University

1983

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THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

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- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
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The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry

The work presented herein was performed by the National Center for Research in Vocational Education on behalf of the Consortium for the Development of Professional Materials for Vocational Education. Sponsors and members of the Consortium for 1979-1980 included the following states and/or cooperating agencies: the Florida Department of Education, Division of Vocational Education, and Florida International University, Division of Vocational Education; the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education, and Southern Illinois University at Carbondale; the New York State Education Department, Office of Occupational and Continuing Education; the North Carolina Department of Public Instruction, Division of Vocational Education; the Ohio State Department of Education, Division of Vocational Education; and the Pennsylvania Department of Education, Bureau of Vocational Education, and Temple University, Department of Vocational Education. The opinions expressed herein do not, however, necessarily reflect the position or policy of any of the sponsors, and no official endorsement by them should be inferred.

FOREWORD

The need for competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of vocational administrators at both the secondary and postsecondary levels. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials specifically designed for the preparation of vocational administrators. In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education, under provisions of part C--Research of the Vocational Education Amendments of 1968, funded the National Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education" during the period 1975-77. That project had two major objectives:

1. To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.
2. To develop and field test a series of prototypic competency-based instructional packages and a user's guide. One hundred sixty-six (166) high priority competencies were identified and six prototypic modules and a user's guide were developed, field tested, and revised.

Although six modules had been developed, many more were needed to have competency-based materials that would address all the important competencies that had been identified and verified. In September 1978 several states joined with the National Center for Research in Vocational Education to form the Consortium for the Development of Professional Materials for Vocational Education. Those states were Illinois, Ohio, North Carolina, New York, and Pennsylvania. The first five states were joined by Florida and Texas later in the first year. The first objective of the Consortium was to develop and field test additional competency-based administrator modules of which this is one.

Several persons contributed to the successful development and field testing of this module on involving the community in vocational education. Robert E. Norton, Senior Research and Development Specialist, and David R. Greer, Graduate Research Associate, assumed the major responsibility for reviewing the literature and for preparing the actual manuscript. Recognition also goes to Aubrey Long, Graduate Research Associate, and Lorella McKinney, Senior Research Specialist, who helped conceptualize the module and prepared draft materials.

Acknowledgement is given to the official reviewers who provided critiques of the module and suggestions for its improvement: Linda M. Coffey, District Director of Occupational Education, Dallas County Community College District, Dallas, Texas; and Richard N. Adams, Superintendent, Upper Valley Joint Vocational School, Piqua, Ohio.

Credit goes to Michael E. Wonacott, Program Associate, and Lois G. Harrington, Program Associate, who helped to refine the module for publication after field testing. Thanks go to Ferman B. Moody, Associate Director for Personnel Development, for his administrative assistance.

Appreciation is also extended to Calvin Cotrell, James Haire, George Kosbab, Helen Lipscomb, Aaron J. Miller, Dominic Mohamed, Robert Mullen, James Parker, Dale Post, Wayne Ramp, and Kenneth Swatt for their service as state representatives, state department contacts, and field-test coordinators; and to the other teacher educators and local administrators of vocational education who used the modules and provided valuable feedback and suggestions for their improvement. Last, but certainly not least, thanks and credit are due Deborah Linehan, Consortium Program Secretary, for her patience and expert skill in processing the many words necessary to make this module a quality document.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

INTRODUCTION

The success of vocational and technical education is very closely tied to the degree to which local citizens and institutions are involved in the vocational/technical programs. Community involvement serves not only to stimulate relevant program development but also to provide a broad base of support for vocational education.

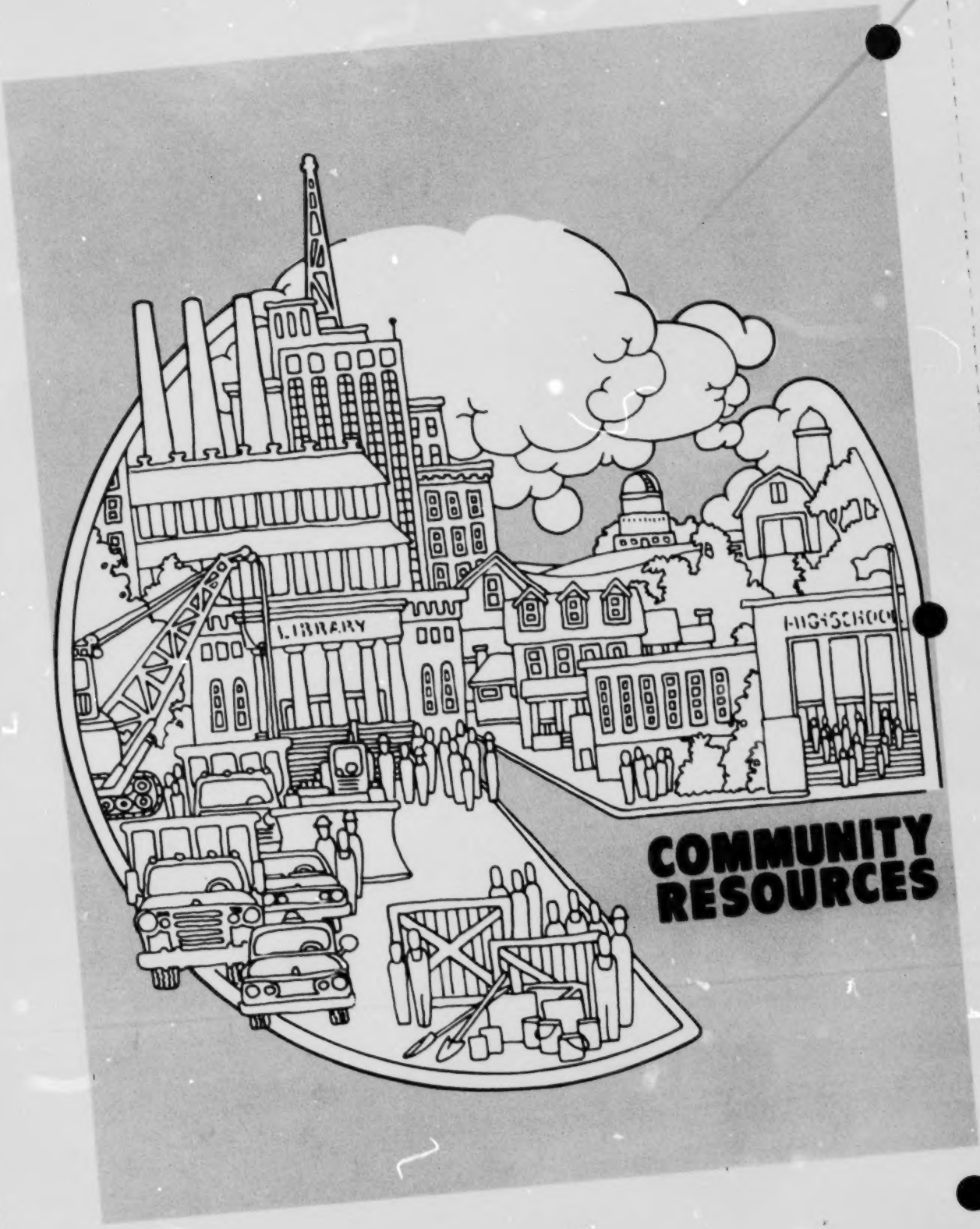
As a vocational administrator you will have leadership responsibility for developing, implementing, and maintaining community involvement in vocational programs. By skillfully motivating, organizing, and guiding community participation in your programs, you should be able to provide improved instruction for your students, as well as a valuable educational service to your community.

In the process of developing and maintaining a successful community involvement program, you will be addressing the following questions:

- How can the institution serve the community?
- What community resources are available?
- How can these resources benefit the vocational program?
- What activities will enhance community cooperation, participation, and support?
- What motivates community organizations and leaders to volunteer their services and donate other resources to aid vocational education?
- How can you stimulate and guide significant, sustained community involvement?

In considering these questions, it is important to remember that community involvement is a two-way process. Your goal should be to develop a partnership that allows for a mutual examination of the needs of both the educational institution and the community. Both education and the community can reap the rewards of collaborative efforts. The community benefits from having (1) a source of potential employees who are better prepared to meet the needs of business and industry and (2) opportunities to upgrade the skills of present employees. Students benefit by receiving up-to-date training, experiences to help them relate theory to practice, and often, job opportunities. The educational institution benefits by having improved instructional programs and by receiving financial and other types of resource support.

This module is designed to give you skill in involving the community in vocational education. Its information and practice activities will assist you in identifying appropriate participants from your community and the roles those participants can play and in developing a community involvement plan appropriate to your own situation.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HIGHSCHOOL
COMMUNITY
RESOURCES

Module Structure and Use

This module contains an introduction and four sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves.

Objectives

Terminal Objective: While working in an actual administrative situation, involve the community in vocational education. Your performance will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 71-73. (Learning Experience IV)

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of what community involvement is and why it is important to administrators of vocational education. (Learning Experience I)
2. After completing the required reading, choose appropriate community involvement roles or participants for given case situations. (Learning Experience II)
3. After completing the required reading, develop a community involvement plan appropriate to a given hypothetical situation. (Learning Experience III)

Prerequisites

There are no prerequisites for this module. However, since public relations is so closely related to community involvement, you may wish to complete the following module concurrently with this one:

- Promote the Vocational Education Program

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references specific to your situation, and (3) to get assistance in setting up activities with peers or observations of skilled administrators.

Learning Experience I

Optional

- REFERENCE: Warmbrod, Catharine P.; Persavich, Jon; and L'Angelle, Dave. Sharing Resources: Postsecondary Education and Industry Cooperation. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1981. ED 204 532

Learning Experience II

Optional

- AN ADMINISTRATOR OF VOCATIONAL EDUCATION who has successfully implemented community involvement activities or A BUSINESS-INDUSTRY LEADER who has been an active participant in educational programs whom you can interview concerning his/her experiences.
- REFERENCE: Warmbrod, Catherine P.; Cap, Orest; Robbins, Nevin; and others. Business, Industry, and Labor Input in Vocational Education Personnel Development. Second Edition. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1980. ED 187 937

Learning Experience III

Optional

- REFERENCE: Adams, Richard N. "Community Relations and Community Participation." In Leadership Practices for Directors of Vocational Education, edited and compiled by Lloyd W. Dull. Columbus, OH: The Ohio State University, Agricultural Education Curriculum Materials Service, 1979.

Learning Experience IV

Required

- AN ACTUAL ADMINISTRATIVE SITUATION in which, as part of your duties, you can involve the community in vocational education.
- A RESOURCE PERSON to assess your competency in involving the community in vocational education.

Selected Terms

Administrator--refers to a member of the secondary or postsecondary administrative team. This generic term, except where otherwise specified, refers to the community college president, vice-president, dean, or director; or to the secondary school principal, director, or superintendent.

Board--refers to the secondary or postsecondary educational governing body. Except where otherwise specified, the term "board" is used to refer to a board of education and/or a board of trustees.

Institution--refers to a secondary or postsecondary educational agency. Except where otherwise specified, this generic term is used to refer synonymously to secondary schools, secondary vocational schools, area vocational schools, community colleges, postsecondary vocational and technical schools, and trade schools.

Resource Person--refers to the professional educator who is directly responsible for guiding and helping you plan and carry out your professional development program.

Teacher/Instructor--these terms are used interchangeably to refer to the person who is teaching or instructing students in a secondary or postsecondary educational institution.

User's Guide

For information that is common to all modules, such as procedures for module use, organization of modules, and definitions of terms, you should refer to the following supporting document:

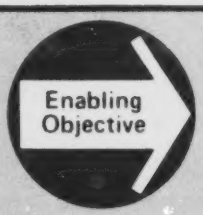
Guide to Using Competency-Based Vocational Education Administrator Materials. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

This module addresses task statement numbers 111, 113-115, 117-119, 123, and 131 from Robert E. Norton et al., The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977). The 166 task statements in this document, which were verified as important, form the research base for the National Center's competency-based administrator module development.

NOTES

Learning Experience I

OVERVIEW



After completing the required reading, demonstrate knowledge of what community involvement is and why it is important to administrators of vocational education.

You will be reading the information sheet, "Involving the Community in Vocational Education Programs," pp. 9-21.

You may wish to read the following supplementary reference: Warmbrod, Persavich, and L'Angelle, Sharing Resources: Postsecondary Education and Industry Cooperation, pp. 5-42.

You will be demonstrating knowledge of what community involvement is and why it is important to administrators of vocational education by completing the "Self-Check," pp. 23-24.

You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 25-27.

NOTES

Activity

For information on the purposes of community involvement, the nature and types of community involvement, and guidelines for planning to involve your community in vocational education, read the following information sheet.

INVOLVING THE COMMUNITY IN VOCATIONAL EDUCATION PROGRAMS

As a vocational administrator, the ultimate responsibility for the quality of instruction in vocational education lies with you. One important means of improving vocational programs and ensuring that they are available to all who can benefit from them is to build community support for vocational education. Community support is also important because vocational education is funded primarily from public (i.e., local, state, and federal) monies.

For the purposes of this module, the community is defined as a cluster of people and organizations working together within a geographic region. This wide geographic region can be a central community (or communities), with surrounding territories, where there is a concentration of economic activity or labor demand and where workers can generally change jobs without changing their residences.

It is appropriate to say that any community is composed of several subpopulations. The community is citizens. It is business-industry-labor. It is civic, service, social, political, and educational organizations. A community involvement strategy appropriate to one subpopulation may not be effective with another subpopulation. For example, an excellent way of involving the black community is through their churches. Employers could be effectively involved through the chamber of commerce. And the involvement of two other subpopulations, parents and teachers, could be approached through the parent-teacher association. You should remember, of course, that these subpopulations are not mutually exclusive. To use the previous examples, black people are also employers, parents, and teachers. Any given individual in your community can be a member of more than one subpopulation.

Purpose of Community Involvement

Vocational educators have believed for years that involving business and industry leaders in the educational process not only gears vocational education programs to the needs of the student, the employer, and society, but it also serves as a means of gaining program support from the general public. Our educational institutions cannot be expected to provide the kinds of experiences and information essential for their students unless the community helps the institution provide them. Effective community involvement brings to the vocational programs such resources as consultants, loans and donations of equipment, donations of expendable supplies, and other services and facilities that might otherwise lie beyond the capacity of the institution to provide.

The potential impact from a strong partnership between the community and the educational institution is tremendous. Community involvement activities can provide learning experiences not attainable through books, lectures, and films. Students can clearly perceive aspects of the real world that can only be alluded to or described in the classroom or laboratory. The traditional classroom environment, by itself, takes on new life when supplemented by the expertise of community members. All vocational programs, especially those faced with diminishing resources, need to effectively tap the energies and resources that the community offers.

Objectives of Community Involvement

Community involvement must be viewed as a two-pronged effort. One objective of the effort should focus on seeking resources, advice, and other assistance from the community that will serve to strengthen or otherwise improve the vocational education program. There is much to be gained, in addition to institutional survival, from such community input. The second major objective, however, should focus on how the institution can serve the community and its citizens.

Coastline Community College in Fountain Valley, California, emphasizes this commitment to serve by stating that "the community is the campus and the citizens are the students." The college's commitment to diversity in providing educational programs has resulted in classes being held in local schools, churches, civic buildings, and business and commercial centers. Classes are held during the day, during the evening, and on weekends. In addition, telecourses and a course by newspaper bring the classroom to the living rooms of citizens in the community.

Seeking resources, advice, and other assistance from the community. The resources and advice available from the community can be as varied as the organizations and individuals within that community. Your use of the community is limited only by your imagination, knowledge of available resources, willingness to provide leadership, initiative, and flexibility.

A word of caution regarding the use of community members in an advisory capacity seems appropriate, however. Sometimes the willingness of citizens to offer advice--and the eagerness of educators to solicit it--can be mistaken for a right or prerogative of citizens to create policy for the educational institution. The fact that institutional policy can be made only by the duly established board and administration needs to be made clear in a very positive but firm manner to any community groups or individuals asked to provide advisory assistance.

Given this word of caution, the community can usually provide advice or assistance in each of the following five general areas:

- Improving institutional management and administration
- Upgrading the technical and professional skills of staff

- Improving instructional programs
- Increasing public awareness of vocational education
- Providing direct assistance to students

To construct a complete list of the many specific types of assistance available to an educational institution from the community it serves is not possible here. A list of some ways in which the community can provide assistance is shown in sample 1. However, the list should not be considered complete, nor do the individual items belong only to the category in which they appear.

That such a vast array of volunteer services from the community is available is reason enough for school and college officials to seek and encourage community involvement. It is, of course, important for the institution to match the resources needed by the vocational program with what is available in the particular community being served.

Serving the community and its citizens. While we have so far focused on what the educational institution can receive from the community, you also need to be aware of what the institution can do for the community. As an administrator, you will need to take the initiative in contacting community leaders, telling them about your institution, and exploring with them ways in which your institution can improve its service to the community. The recent national recognition of the role of vocational education in economic development helps to promote a climate in which effective community linkages with your institution can be developed. Following are a few examples of how business, industry, labor, and education have formed effective partnerships to enhance community and economic development.

Oklahoma has recently formed the Oklahoma Productivity Consortium, which links the state's Chamber of Commerce and the state's Department of Economic Development directly with the state's Department of Vocational and Technical Education. The consortium is planning a number of activities aimed at improving worker productivity and linkages between education and work. One such activity is the employment of an industrial coordinator in each vocational school whose job is to get out and meet on a regular basis with company executive officers to explain what vocational education can do for them.

With a similar objective in mind, in 1980 the Division of Vocational Education of the Ohio Department of Education initiated a program to link Ohio's extensive vocational-technical education system to regional and state-level economic development. Local consortia, consisting of two or more vocational education planning districts, were organized in 23 regions throughout the state during 1980. At the state level, the program is coordinated with the Department of Economic and Community Development, the Chamber of Commerce, the State Labor Council, and other business and labor groups. The state's vocational education division program director works with "communication coordinators" who are responsible for organizing and operating each of the regional consortia.

SAMPLE 1

POSSIBLE COMMUNITY ASSISTANCE

Institutional Management and Administration

- Developing institutional policies
- Developing personnel practices and procedures
- Establishing teacher/instructor qualifications
- Recommending substitute teachers or guest resource persons
- Advising on budgeting, accounting, finance, planning, and procurement
- Planning the physical layout of facilities, the use of facilities, and their maintenance
- Developing maintenance, safety, and fire protection programs for equipment, buildings, and grounds
- Planning building programs
- Campaigning for bond issues and special tax levies
- Surveying local industry training needs

Upgrading Technical and Professional Skills of Staff

- Conducting workshops and seminars for teaching staff to upgrade technical skills
- Providing opportunities for teachers and instructors to use new industrial equipment, supplies, and techniques for possible application to educational programs
- Providing opportunities for teachers and instructors to obtain work experience in businesses and industries
- Arranging for visits to business offices and industrial plants for faculty and staff
- Supporting faculty attendance at regional and national meetings of education and industry organizations
- Providing recognition for outstanding teachers/instructors and counselors

Improving Instructional Programs

- Providing information concerning the aptitudes, education, and training needed by applicants for entry-level jobs
- Establishing standards of proficiency to be met by students
- Formulating vocational program objectives
- Developing and reviewing course content to ensure its currency in meeting the changing skill and knowledge needs of industry
- Obtaining feedback on the performance of former students and information on continuing-education needs
- Furnishing books, pamphlets, and other printed material or instructional aids (e.g., sample kits of raw materials, finished products, exhibits, training aids) for use in classroom and shop instruction
- Loaning or supplying industrial equipment, machines, or raw materials for instruction
- Arranging for student study trips to offices and plants
- Providing on-the-job opportunities in cooperative education programs
- Sponsoring and participating in vocational student organization programs
- Developing apprenticeship-related courses
- Developing adult education skill improvement and technical courses

Increasing Public Awareness of Vocational Education

- Attending meetings that may be called by local and state officials to support vocational and technical education
- Organizing and participating in citizen advisory committees for individual vocational programs and serving on advisory councils for the entire educational system
- Informing the general public about vocational programs and problems by means of enclosures with invoices mailed to customers, displays, posters, etc.
- Informing industry and business employees and their families about vocational programs by means of bulletin boards, news stories in company publications, or enclosures in pay checks

Providing Direct Assistance to Students

- Providing career and job-placement advice to students who are considering enrollment in vocational courses
- Employing work study and cooperative education students, as well as program graduates
- Sponsoring scholarships and other financial assistance for students
- Providing recognition for outstanding students
- Tutoring individual students and groups
- Sponsoring student research projects and providing assistance for conducting the research projects
- Offering special discounts on parts and supplies for students in programs

Operational advice is provided to each consortium director through a consortium committee, typically consisting of a director and 15-20 senior executives from the business community, organized labor, and the vocational and technical schools and colleges in the area. Subcommittees are organized to plan and oversee collaborative programs in specific occupational areas. The consortia are designed to be brokers of both training programs and training resources. Their most important activity is to act as a communication forum for all the training needs and resources of business, industry, labor, government, and education. Direct services are provided by established vocational and technical schools and colleges, after consortia staff and members verify the training needs and help employers, unions, and training agencies reach agreement on resource needs and training specifications.

In a major attempt to let everyone know about the diversity of vocational and technical training facilities and services available locally, each Ohio consortium prepares, keeps updated, and widely disseminates a vocational-technical facility resource document that identifies all available public secondary and postsecondary training facilities. The objective is to facilitate (1) cooperation among all concerned agencies and (2) the provision of entry-level training, job advancement training, specialized training for new industries and occupations, and on-site training. Sample 2 is an example of a consortium resource document.

Economic development activities are also being extended to small and large retail businesses in some communities. "In Cabell County, West Virginia, a major vocational education economic development program involves a shopping mall. The Cabell County School System is reaching out to meet the training needs of employers at the 5 major department stores and 122 shops in the new Huntington Mall. The school system has hired a full-time retail training coordinator for the mall. The coordinator is setting up three distinct levels of instruction for mall employees. Entry-level training is provided for adults seeking employment at the mall, with 180 hours of instruction in basic retail skills. A line supervisors' seminar series provides the second level of training, and the third is provided by a series of entrepreneurship seminars for upper-level management personnel at mall stores. The mall trainer also coordinates on-the-job training for cooperative education students from 14 feeder schools who are working there."[1]

A useful categorization of business and industry involvement in postsecondary education is presented by Warmbrod and others in their publication on sharing resources. They identified 219 different community involvement programs/practices being carried out by 138 colleges. Forty-eight of these programs--representing the following types of collaborative practices--were selected as model exemplary programs.

- Apprenticeship training--These programs involve cooperation and sharing between a company, industry, or labor union and the college, toward the common goal of preparing apprentices.

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1. Taken from Carol Hinckley Boyle, ed., Vocational Education Reporter (Arlington, VA: American Vocational Association, June 1981). Reprinted by permission.

SAMPLE 2

MIAMI VALLEY CONSORTIUM

For Skill Training Facilities
in the Dayton Metropolitan Area

COOPERATING TO OFFER VOCATIONAL AND TECHNICAL JOB TRAINING SKILLS FOR THE BUSINESS AND INDUSTRIAL COMMUNITY IN THE DAYTON METROPOLITAN AREA

CONSORTIUM OF VOCATIONAL EDUCATION TRAINING FACILITIES

For the needs of the Miami Valley Area

Purpose The Cooperation of the Business, Industrial and Education Community to Foster the Economic Stability and Growth of the Miami Valley Area.

Objectives To provide specific training needs for:
- Existing Business and Industry
- Expanding Business and Industry
- New Business and Industry

To assist in locating trained personnel
To enhance the employability of all residents of the consortium area.

The primary function of this consortium is to assist in meeting the needs of Business and Industry through the development and implementation of appropriate skill training programs.

FOR FURTHER INFORMATION CONTACT:

CONSORTIUM OF VOCATIONAL EDUCATION TRAINING FACILITIES

MIAMI VALLEY ALLIANCE OF BUSINESS
40 W. FOURTH STREET-SUITE 1900
DAYTON, OHIO 45402
(513) 228-4145

(A DIVISION OF THE DAYTON AREA CHAMBER OF COMMERCE)

Current members of the Miami Valley Consortium are the following:

Dayton Area Chamber of Commerce
Dayton Development Council
Miami Valley Alliance of Business
Montgomery County Joint Vocational School
Montgomery Preble County Consortium
Montgomery & Preble Private Industry Council
Sinclair Community College
Dayton Public Schools
City of Dayton Dept. of Job Development and Training
Dayton Private Industry Council
Greene Joint Vocational School
Greene County Employment and Training Administration
Greene County Private Industry Council
Centerville-Kettering Schools
Mad River Local Schools

MIAMI VALLEY CONSORTIUM
STATE SUPPORTED EDUCATIONAL FACILITIES

■ Facility In Operation
Or Immediately Available

Training Facility Description	DAYTON CITY	GREENE JVS	KETTERING-CENTERVILLE	MAD RIVER	MONT. CO. JVS	SINCLAIR TECHNICAL	TOTAL TRAINING SPACES (ALL FACILITIES)
AGRICULTURE							
Agricultural Production		■25			■215		240
Agricultural Supplies/Services		■25			■30		55
Agricultural Mechanics		■25	■20		■50		95
Landscape-Turf					■25		25
Horticulture	■25	■25	■20		■25		95
Environmental-Natural Resources					■25		25
Animal Care			■20		■25		45
DISTRIBUTION							
Advertising Services	■25		■20				45
Apparel & Accessories	■25				■25		50
Automotive			■20			■25	45
Finance & Credit	■25	■25					50
Retail Management	■30	■25				■50	105
Food Distribution	■25						25
Radio-Broadcasting Occupations			■20				20
General Merchandise	■125	■25		■25	■150		325
Hardware, Building Materials, etc							
Home Furnishings							
Hotel & Lodging							
Industrial Marketing						■50	50
Insurance	■25	■25					50
Personal Services							
Real Estate	■25	■25				■50	100
Recreation & Tourism						■25	25
Transportation							
HEALTH OCCUPATIONS							
Dental Assisting	■25				■25	■20	70
Dental Hygiene (Associate Degree)						■20	20
Dental Laboratory Technology	■25		■20		■25	■20	90
Medical Laboratory Assisting	■25				■25	■20	70
Medical Laboratory Technology							
Nursing (Associate Degree)						■20	20
Practical (Vocational) Nursing	■80						80
Nursing Assistant (Aide)	■80	■25					105
Other Nursing & Health Occupations		■25	■20				45
Rehabilitation							
Radiologic Technology (X-ray)						■20	20
Pharmacy Assistant	■25						25
Inhalation Therapy							
Medical Assistant	■50				■25		75
Community Health Aide					■25		25
Medical Emergency Technician	■25	■25					50
Mental Health Technology						■20	20
HOME ECONOMICS							
Care & Guidance of Children	■25		■40		■25		90
Clothing Mgt. Production & Services	■25		■40		■25		90
Food Mgt. Production & Services	■50	■2[illegible]			■25		100
Home Furn., Equipment & Services							
Institutional Mgt. & Supervision			■40		■50		90
Preparation for Homemaking	■200	■3[illegible]	■40	■100	■320		685
OFFICE OCCUPATIONS							
Accounting & Computing Occupations	■100	■25		■25	■25	■50	225
Computer & Console Operators	■25	■25				■20	70
Word Processing		■25					25

Training Facility Description	DAYTON CITY	GREENE JVS	KETTERING-CENTERVILLE	MAD RIVER	MONT. CO. JVS	SINCLAIR TECHNICAL	TOTAL TRAINING SPACES (ALL FACILITIES)
Programmers	■25		■20		■50	■20	115
Business Data Processing		■25		■25		■20	70
Filing, Office Machines & Gen. Off	■200	■25	■20	■25	■75		345
Information, Communication Occup						■20	20
Materials Support Occupations							
Personnel Training & Related						■50	50
Stenographic, Secretarial & Related	■150	■25	■20	■25	■100	■20	340
Supervisory & Administrative Mgt	■25		■20		■250	■50	345
Typing & Related Occupations	■200	■25		■75	■250	■20	570
General Office Occupations		■25		■25		■50	100
TECHNICAL							
Architectural Technology						■20	20
Automotive Technology						■20	20
Civil Technology						■20	20
Industrial Technology						■100	100
Mechanical Technology						■50	50
Scientific Data Processing						■20	20
Electronics Technology						■50	50
Fire and Fire Safety Technology						■20	20
Police Science Technology						■20	20
Energy Management						■20	20
Water & Waste Water Technology		■25				■20	45
TRADE & INDUSTRIAL							
Air Conditioning	■25	■25			■25	■50	125
Appliance Repair	■20					■20	40
Body & Fender Repair	■50	■25		■18	■75		168
Auto Mechanics	■100	■50	■25	■25	■75		275
Automotive Specialization		■25			■25		50
Aviation Occupations					■25		25
Commercial Art Occupations	■50	■25			■25	■20	120
Commercial Photography Occup							
Carpentry	■25	■25			■50		100
Electrical Wiring & Installation	■25	■25			■25	■20	95
Masonry		■25			■25	■50	100
Plumbing & Pipefitting					■25		25
General Construction & Maintenance	■25	■25				■20	70
Custodial Services	■20	■25					45
Diesel Mechanic	■25				■25	■20	70
Drafting Occupations	■25	■25		■25	■60	■20	155
Electrical Occupations	■25	■25				■20	70
Electronics & Television Maint./Rep	■50	■25		■20	■75	■20	190
Foremanship, Super. & Mgt. Devel	■50	■25				■50	125
Graphic Arts Occupations	■80	■25	■25	■18	■25	■20	193
Instrument Maintenance & Repair							
Building Maintenance & Repair		■25					25
Machine Shop	■100	■25			■25	■20	170
Machine Tool Maint. & Repair						■20	20
Sheet Metal	■20						20
Welding & Cutting	■34	■25		■18	■25		102
Tool & Die Making	■50					■20	70
Cable TV Lineman	■25						25
Cable TV Installation	■25						25
Cosmetology	■60	■44		■40	■60		204
Cabinet Making		■25		■20			45
Plastic Occupations							
Fireman Training	■25	■25				■50	100
Law Enforcement Training	■25	■25	■20		■25	■50	145
Public Service Occupations						■50	50
Quantity Food Occupations	■25	■25					50
Refrigeration							
Small Engine Repair	■15	■25			■25		65
Stationary Energy Sources Occup							
Biomedical Equip. Electronics	■25						25
Upholstering	■25	■25					50
Woodworking Occupations		■25		■25			50
Industrial Lab Assistant	■25					■20	45
Industrial Maintenance						■20	20
Labor Studies						■20	20
Cable TV Technician	■25						25

- CETA programs--The major focus of these programs is the training of CETA participants. Usually they involve the collaboration of the CETA prime sponsor, private industry, and the college. Many also involve community councils and other community organizations and agencies.
- Communitywide collaboration--Programs in this category involve the collaboration of numerous organizations and institutions in the community and the college for the purpose of providing training and educational services.
- Community-based education--The dominant feature of these programs is that they are based out in the community, using the community as a resource.
- Contract services for industry--In each of these collaborations, there is an arrangement whereby industry contracts with the college for educational services, which may be held either in-plant or on the campus.
- Cooperative education and field experiences--Business and industry provide employment or field experience in students' field of study while the students are enrolled in college and receiving job-oriented instruction. Supervision is provided by both industry and the college, and college credits are earned.
- Economic development services--A college and a state or city economic development agency or a new or expanding industry cooperate to provide a pool of trained persons to fill employers' needs. These programs are designed to attract new industry to the community or to help present industry expand, so that new jobs are created in the community.
- Faculty "return to industry" programs--These personnel exchange programs enable college personnel to update and upgrade their technical competencies by returning to industry. In exchange, industry personnel are often brought to the college.
- Program development sharing--In these programs, industry shares resources with a college to start a technical program in the college and keep the program current. Industry may provide its expertise, equipment, and materials.
- Specialized programs--These creative collaborative practices involve some new and different forms.[2]

Now that these listings have given you some idea of what is included in the concept of community involvement, let's examine the concept in more detail.

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2. Catharine P. Warmbrod, Jon J. Persavich, and Dave L'Angelle, Sharing Resources: Postsecondary Education and Industry Cooperation (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1981), pp. 5-6.

Types of Community Involvement

Community involvement in the vocational program can and probably should include varying degrees and forms of cooperation. The extent of involvement can range from the infrequent, ad hoc type of involvement to periodic involvement to the regular or continual type of involvement and may include anything in between.

Ad hoc involvement. Ad hoc involvement consists mainly of utilizing community cooperation--without formal, ongoing structure or support--to meet a specific educational need. Whenever a specific need arises, efforts begin "from scratch" to form relationships or to assemble a task force to address that specific need. As soon as that need is met, the task force can be dissolved. This often occurs on a large scale when an institution is selecting a site for a new building or seeking voter approval of a bond issue or other tax levy.

Another example of one-time, ad hoc involvement occurs when a vocational instructor teaching a career opportunities unit calls the personnel manager at a local company to ask that he/she serve as a guest resource person to discuss with a class the types of positions available and qualifications required for various jobs within the company. This type of involvement may or may not be repeated the following year.

Periodic involvement. Periodic involvement includes consulting frequently with selected agencies or individuals in order to support specific programs. In this situation, a need for periodic advice or assistance is usually involved. An example of this type of regular, but infrequent, involvement would be the use of vocational program advisory committees that meet with school personnel every two or three months to provide technical advice and assistance.

Continual involvement. Continual involvement consists of establishing a climate of constant cooperation, whereby persons are always welcome to contribute ideas, feedback, services, or materials to keep educational programs "on track," up to date, and useful. The meaningful integration of education and work experience is the goal. Continual involvement creates a vehicle for providing high-quality instruction, as well as for initiating changes whenever deficiencies are identified.

This type of continual involvement might best be exemplified by the type of cooperation and collaboration that occurs between industry and education when cooperative education and apprenticeship programs are jointly planned and conducted.

Guidelines for Industry Involvement

In their examination of postsecondary industry-education cooperation, Warmbrod and others analyzed 219 community involvement programs/practices to determine what made them successful. A search was made to identify both the

common and critical elements for successful programs and practices. From that analysis, the following set of guidelines was prepared to help others who wish to implement new collaborative efforts with industry or to expand present efforts for their mutual educational and financial benefits:

- There must be clear communication between key persons in industry and education--This type of communication requires that the persons in industry and education understand each other's roles and responsibilities and what each can offer.
- Excellence in teaching is essential--The instructors must have knowledge of the business/industry and be able to gain the respect of and relate to the worker-students.
- There must be institutional flexibility in meeting the needs of industry--There must be flexibility in scheduling courses, assigning faculty, and designating locations where courses can be offered. Program times, length, and location must be consistent with user hours and needs. Flexibility is also needed in selecting the mode of instruction (i.e., the delivery system).
- Programs offered must be of high quality--When the college provides courses for industry, the programs must be up to date, relevant, and of high quality. To be most effective, courses should be specifically tailored to the needs of the company. All parties should agree on course content.
- Active advisory committees are important--Industry's support and guidance in developing and maintaining programs are essential. Key industry personnel must be willing to volunteer time and resources.
- Education should have a quick response time in meeting industry needs--This requires institutional flexibility and highly skilled college personnel. Short-term and modular courses can help provide quick delivery and successful outcomes.
- There must be recognition of mutual need--To warrant the time, effort, and resources required for collaboration, the need and benefits must be clearly perceived. The vision and persistence of interested parties is required. It takes the dedication of persons in both education and industry to make it work.
- The support of administrators and faculty within the college is required to successfully serve industry--Administrators and faculty must see industry involvement as part of their institutional mission and recognize the benefits.
- Careful and thorough planning in each cooperative effort is essential--A good survey of industry's needs and a realignment of educational objectives to meet those needs are required to serve industry successfully. With careful planning, return on the effort is maximized.
- A clearly written agreement or contract helps achieve successful completion of the joint endeavor--When the duties and responsibilities of

each party are clearly delineated, misunderstandings are reduced and performance is improved.

- There should be continued evaluation of the program to update and improve it--If each program is assessed both as it progresses and at the end of the course of study, then the content, procedures, and management of the effort should improve.[3]

These straightforward and practical recommendations can help you to successfully plan, conduct, maintain, and evaluate community involvement activities with business and industry to enrich your educational program. Adherence to these guidelines can help guarantee the success of one aspect of your community involvement program.

Summary

The cooperation of employers and other community leaders is essential in planning for, implementing, and maintaining high-quality vocational/technical programs. Employers need to be involved because of their knowledge about occupational needs and expectations and employment opportunities. Community leaders should have an opportunity to advise the school/college on policies relating to the transition of individuals from education to work. In return for their involvement, community participants gain an understanding of the vocational programs, the relationship of programs to employability, and the related roles of on-the-job training and other experiences taking place outside the classroom.

Thus, a well-planned community involvement program is needed in order to do the following:

- Develop an information network that will stimulate interest, examine the issues involved, and gain commitment from those the program serves and affects
- Enlist the cooperation and support of community organizations and citizens in the education of youth and adults
- Provide a mechanism for the appropriate involvement of business, industry, government, labor organizations, and citizens with the educational agency
- Help vocational instructors keep up with technological innovations in their respective occupational fields
- Provide more relevant and realistic learning experiences for students than would otherwise be possible
- Provide better educational service to the community than would otherwise be possible

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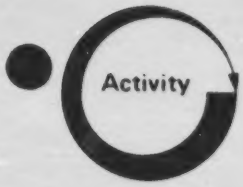
3. Warmbrod, Persavich, and L'Angelle, Sharing Resources: Postsecondary Education and Industry Cooperation, pp. 121-122.

For more information on ideas for sharing resources with business and industry, you may wish to read Warmbrod, Persavich, and L'Angelle, Sharing Resources: Postsecondary Education and Industry Cooperation, pp. 5-42. The authors identify 219 collaborative efforts between industry and education that are designed to make maximum use of available resources, and they describe the educational benefits that can be achieved through the sharing of facilities, equipment, materials, and personnel. The document also includes expanded descriptions of 48 programs that were considered to be exemplary model efforts.



The following items check your comprehension of the material in the information sheet, "Involving the Community in Vocational Education Programs," pp. 9-21. Each of the items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Assume that you are a vocational administrator in an institution that has recently decided to add a program to train diesel mechanics. This addition will involve, among other things, the development of a curriculum, the acquisition of specialized shop equipment, the hiring of new instructors, the recruiting of students, and the construction of a separate shop building somewhere in the city where your institution is located.

   Your institution has also made a tentative commitment to begin implementing some community involvement activities and views the development of this new program as a way to pilot test some of these activities.

   In the space below, for each type of community involvement (ad hoc, periodic, continual), cite one or two community involvement activities or relationships that would appropriately assist the growth of the diesel mechanics program.

   a. Ad hoc involvement:

   b. Periodic involvement:

   c. Continual involvement:

2. Why is it important to involve the community in vocational and technical programs?

3. Why does community involvement require clear communication between education and industry?

Compare your written responses on the "Self-Check" with the "Model Answers" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. The following are examples of each of the three types of community involvement that an administrator might use to support the implementation of a diesel mechanics program:

   a. Ad Hoc--There are several aspects of the new program that are amenable to this type of "one-time" activity, in which advice is sought or groups are formed for only a limited period of time. For example, knowledgeable consultants will be needed to guide the choice of a location for the new building. Individuals in the community could also be asked for information on the type, amount, and cost of equipment needed to complete the building.

      The new curriculum would also benefit from information that could be provided by community experts, such as shop owners (prospective employers of the graduates), feeder schools or postsecondary institutions (which might be involved in the preliminary or further education of the diesel mechanics students), guidance counselors, instructors of similar supporting programs, and so on.

      Finally, the selection of faculty for the new courses could be aided by inviting experienced maintenance managers or similar persons to suggest candidates for the position and/or to help screen or interview applicants.

   b. Periodic--In this category, you should mention those activities that recur often enough to call for semipermanent groups or channels of communication. Among these might be the recruitment and placement of students. Both processes require articulation: recruitment, with feeder schools and employers of mechanics seeking new skills; placement, with prospective employers.

      Curricular changes will also become necessary as the program expands or matures. Here again, a group of advisors (e.g., employers, expert mechanics, instructors) should be available to provide information and suggestions. In fact, it should also be used to aid in annual or special evaluations.

   c. Continual--Activities of this type are usually of an ongoing nature. The involvement may emerge with little advance notice and require only a short, but frequent, effort. Comments, suggestions, or assorted offers of assistance may come from an interested or concerned member of the community who notices some aspect of the vocational program

that could be improved. For example, the instructor of the diesel mechanic class may initially need to call upon members of his/her advisory committee for various types of assistance fairly frequently. Perhaps assistance will be volunteered by a member of the committee: a trucking company owner might give the institution the engine from a wrecked truck to be used as a cut-away demonstration model, or a local franchise firm might provide the equipment for an engine repair/tune-up competition.

The faculty involved in the program will need to make a habit of visiting garages and shops to become familiar with new equipment and procedures. Instructors may also need to seek permission to place students in these work settings for planned practice experiences or internships. The teacher-coordinator of a cooperative education program would also need to be in frequent contact with students' on-the-job instructors and employers.

2. The institution cannot provide the best in vocational and technical programs if it acts alone. Indeed, education is the mutual responsibility of both the institution and the community. Therefore, it is very important to involve the community in the programs for reasons such as the following:

   a. Community involvement helps the institution meet student needs more effectively.

   b. Program and classroom instruction is more reflective of the real world of work, and relevant programs fulfill economic needs of the community.

   c. Easy and cordial communication can occur at the local level among educators, workers, and employers.

   d. Specialized equipment not normally available for instruction within the educational institution may be made available through community resources.

   e. Teachers are able to keep up to date concerning innovations in specific areas when allowed to gain actual work experience through summer placement programs.

   f. The institution exists to serve the community of which it is a part, and good service requires input from those being served.

3. Clear communication between education and industry is vitally important because it helps to ensure that community involvement in vocational education is relevant and realistic. Educators cannot know how to serve the community unless the community can clearly communicate its needs. Likewise, the community cannot serve vocational education without a parallel clear communication of needs. The community can be successfully involved in vocational education only if both parties are fully aware of each other's perspective.

Thus, key persons in both education and industry must communicate their own roles, responsibilities, and resources to others working in community involvement. Each party needs a clear understanding of the other's needs and wants, goals and objectives, strengths and limitations. Stated in the simplest possible terms, potential volunteer resource persons cannot come forward and offer their services if they do not know that vocational education needs those services and is willing to use them.

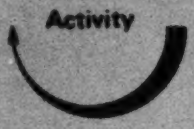
Level of Performance: Your completed "Self-Check" should have covered the same major points as the model responses. If you missed some points, or have questions about any additional points you made, review the material in the information sheet, "Involving the Community in Vocational Education Programs," pp. 9-21, or check with your resource person.

NOTES

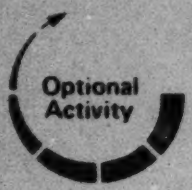
Learning Experience II

OVERVIEW

After completing the required reading, choose appropriate community involvement roles or participants for given case situations.



You will be reading the information sheet, "Participants in Community Involvement and Their Roles," pp. 31-41.



You may wish to interview a local administrator of vocational education who has successfully implemented community involvement activities or a business-industry leader who has been an active participant in educational programs to learn more about how to effectively involve community members in the vocational program.

You may wish to read all or part of the following supplementary reference: Warmbrod, Cap, Robbins, and others, Business, Industry, and Labor Input in Vocational Education Personnel Development.

continued

You will be reading the "Case Situations," pp. 43-44 and (1) identifying persons that would be suitable participants in the type of community involvement indicated or (2) selecting appropriate community involvement roles for the participants described.

You will be evaluating your competency in choosing appropriate community involvement roles or participants by comparing your responses with the "Model Choices," pp. 45-46.

Activity

For information on what motivates community involvement participants, who they might be, and what roles they might play, read the following information sheet.

PARTICIPANTS IN COMMUNITY INVOLVEMENT AND THEIR ROLES

A successful community involvement program will probably involve a whole host of individuals, from both the institution and the community. Although no two individuals will serve in identical functions, their roles can be rather broadly categorized as (1) general participants, (2) planning (advisory) committee members, and (3) principal leaders. This latter category would certainly include the chief administrator, the institution's director of vocational education, and the supervisors of the vocational programs affected. In this information sheet, these roles will be described, so that you can see how they affect the ways in which participants should be selected. It is also important that you understand some of the factors that motivate people and organizations to become involved in vocational education programs. Finally, a list that suggests likely sources of willing, capable persons that could be invited to serve is provided.

Factors Motivating People to Become Involved

An extensive and significant community involvement program does not occur automatically. In many cases, people will need to be actively recruited and convinced that they should help plan and carry out activities. Remember that most people maintain busy and demanding schedules in both their work and personal lives. In recruiting these people, it will be helpful to understand at least some of the factors that motivate people to volunteer and, often, enthusiastically participate in community involvement activities. While by no means an exhaustive list, the following factors often motivate people to say yes when they are asked to help:

- Concern for youth--Nearly everyone, whether a parent or not, is concerned about the young adults who will be tomorrow's leaders and parents. Most people want to do their part, if only asked.
- Personal satisfaction--Many people derive a great deal of personal pride and satisfaction from being able to help others. Their reward is simply the pleasure of knowing that they have helped others.
- Belief in vocational education--Many parents, employers, and others are fully aware of the fact that not everyone wants or needs a four-year college education. They want to help develop and maintain the best possible vocational education programs because they know it can help many people prepare for and advance in their chosen careers.

- Professional satisfaction--This factor, once acknowledged, may serve equally well to help recruit the expert craftsperson or government agency worker who possesses skills and knowledge needed by vocational teachers and/or administrators.
- Business/employer expectation--While this is not true in all businesses, many employers do actively encourage their employees at all levels to become actively involved in community affairs, including vocational education.
- Societal responsibility--This factor will also motivate some companies and firms to provide a variety of assistance simply because the management and/or employees feel a sincere sense of responsibility to do their part in making the community a better place to live.
- Benefit to employers--It is no secret that employers stand to benefit from having a supply of trained workers that are better prepared for the local labor market. By advising on vocational program development, curriculum content, and so on, employers can help improve the relevancy of programs to their own needs.

In short, the success of vocational education depends on having educators and citizens work together to expand the use of community resources. It is encouraging to note that many businesses have long recognized their community responsibilities. This is illustrated by the following statement made by the National Association of Manufacturers:

> The responsibility of industry for more active participation in the preparation of young people who enter industrial employment has increased each year. A complex industrial society, a multiplicity of jobs, the increasingly urgent need for intelligent citizenship leaves no alternative. Industry is a natural co-partner in the education of tomorrow's full-time adult workers. The days when schools were self-contained within their institutional walls are past. These walls are being pushed out to encompass the entire community. Industrial and business establishments are becoming the daily laboratories and workshops of both secondary schools and colleges in the all-important task of training youth, while they are still in school, for jobs of their own choosing.[4]

That individual citizens and community groups are interested in providing expanded educational services in cooperation with the school is pointed out in a 1974 research study.[5] To better understand the opinions and attitudes of the general public toward the use of community resources in the

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4. This We Believe About Education (New York, NY: National Association of Manufacturers, 1954).

5. A Study of the Attitudes and Opinions of Educators and Citizens Toward the Use of Community Resources (Columbus, OH: The Center for Vocational and Technical Education, The Ohio State University, 1974).

school, 200 citizens (employers, employees, adults with children in school, adults without children in school, and representatives of civic and professional groups) from two large cities (Mesa, Arizona; and Pontiac, Michigan) were asked to respond to structured questions on the topic. A high percentage of the citizens indicated not only that they were positive toward the use of resources in the school, but also that they were favorable toward volunteering time to the schools. Some of the specific findings included the following:

- 97 percent of the citizens had positive views concerning having children go on field trips.
- 95 percent favored the use of resource persons in the school.
- 83 percent had positive views concerning the use of advisory committees in the school.
- 99 percent of the citizens favored the school's use of on-the-job training experiences.
- 62 percent of the citizens had positive views concerning volunteering their time to help the schools.
- 90 percent of the civic and professional group representatives said their organizations would donate time and effort to the schools.

As part of the study, educators were also surveyed concerning their attitudes toward the use of community resources. A total of 115 respondents (central administrators, building principals, and career education inservice coordinators) from five selected communities (Atlanta, Georgia; Hackensack, New Jersey; Los Angeles, California; Mesa, Arizona; and Pontiac, Michigan) across the United States participated.

Educators, too, were found to have positive views about the use of community resources, as the following information implies:

- 93 percent of the educators indicated that the utilization of community resources should be greatly expanded. None said it should be reduced.
- A majority of the educators thought that each of the school groups listed below had positive views concerning the use of field trips, advisory committees, resource persons, and on-the-job training experiences:

  Central administrators
  Building principals
  Teachers
  Counselors
  Students

It was concluded, in summary, that both citizens and educators strongly support the use of community resources in the school. This evidence gives us reason to believe that expansion of community resource utilization is realistic because the people who must be involved support the use of such resources.

The Role of the Administrator

As an administrator, you might be responsible for planning, developing, and supervising the entire community involvement program. Or you might decide to conduct the beginning stages of community involvement alone and then to appoint another staff member to work with the program as it expands. Or you might select another individual to direct all activities related to the program from the outset. Whether you are conducting the program yourself or supervising and coordinating others in conducting the program, you need to be fully aware of certain major tasks.

The reasons for community involvement must be explained to both educators and citizens. It is too often assumed that everyone understands the need for community involvement in vocational education. While some people may come by this understanding automatically, many more people need to be told repeatedly why their assistance and involvement are necessary and specifically how they might be of help.

You need to participate actively in school/college and community organizations. One of the very best ways for you, as an administrator, to stimulate and encourage staff participation in both educational and community organizations is to model such behavior yourself. Within the school/college, you need to actively participate in student and faculty activities to show your interest and concern. You can then justly encourage other administrators and faculty members to do likewise. In the same manner, your active participation in a variety of community activities, one or more civic organizations, and so on, can go a long way in setting the example for similar appropriate involvement by your staff. This is a situation in which personal actions speak much louder than words.

Staff need to be encouraged to participate in community affairs. To set an example is one way, but you cannot stop with that. Take advantage of opportunities during hiring, annual reviews, and other circumstances to point out the benefits that come from active staff participation in civic, service, and social organizations. Most vocational instructors will have one or more occupationally related organizations in which they should be encouraged to become active members. The entire vocational staff should be oriented to the importance of community involvement in order to obtain their commitment and active participation.

Vocational advisory committees need to be established. One of the most universally effective ways to foster the development of active working relationships between the school/college and employers and employees is to use vocational advisory committees and councils. If your institution, for whatever reason, does not have strong, active advisory committees for each occupational program area, as well as an overall advisory council to advise the

institution regarding its total vocational-technical education program, the establishment of such committees should be one of your first priorities.[6]

Individual conferences and public meetings should be conducted. Two types of activities should be given careful consideration here. One is simply to hold individual conferences with community, business, governmental, labor, and other influential community leaders simply to discuss the vocational programs and your need for their support. Often this type of conference may be conducted during a luncheon meeting. It may also involve inviting a community leader to your office and institution to discuss any type of common concern, while at the same time showing the leader what is already available in the way of programs and facilities. While this type of individual conference may not yield immediate results, it can be invaluable in terms of gaining long-range community support.

Keeping in mind that community involvement is a two-way street, you must also go to the offices of the community leaders (e.g., company presidents, labor union officials, chamber of commerce leaders, government officials) to explain what you can do for them.

These leaders may be unaware, or at least uncertain, of your institution's ability to provide many general and specialized educational services such as (1) conducting in-house training programs and (2) offering community service and courses for the upgrading of technical skills. You need to be sure that you and, when appropriate, your staff go out into the community to explain your desire and commitment to work with business, industry, labor, and any other group or subgroup of citizens to provide any type of instructional service desired. Community leaders frequently have the opportunity to influence what others know about your vocational programs and how they feel about them. If your community leaders are well informed, this can be a very positive type of influence.

The second type of activity of concern to administrators is that of holding occasional public hearings or meetings on important education issues. If a new vocational program is being proposed, an old one may be phased out, or new facilities are needed, a public meeting may be appropriate. At such a meeting, factual information should first be presented regarding enrollment

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6. For more information on forming and working with a vocational advisory council, you may wish to refer to Organize and Work with a Local Vocational Education Advisory Council, part of the Competency-Based Vocational Education Administrator Module Series (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977). For more information about organizing and maintaining occupational advisory committees, you may wish to refer to Module A-4, Organize an Occupational Advisory Committee, and Module A-5, Maintain an Occupational Advisory Committee, part of the Professional Teacher Education Module Series produced by the National Center for Research in Vocational Education (Athens, GA: American Association for Vocational Instructional Materials, 1978).

data, employment projections, facility needs, and so on, along with a discussion of advisory committee or steering committee recommendations. Then the meeting can be opened to general discussion, reactions, and suggestions. Notes should be taken of all comments made and assurance given to the participants that due consideration will be given to these comments before administrative or board action is taken.

Before conducting individual conferences or public meetings, it is important that you have a good understanding of your state's "right-to-know" rules and regulations. Sometimes referred to as sunshine laws, this type of legislation guarantees that the public will have access to certain types of financial information, while also assuring the confidentiality of certain types of individual student or staff data. You need to know which questions you should (and, in fact, may be legally required to) answer and which ones, if answered, may be a breach of personal privacy.

Community leaders should be involved in college/school programs and activities. Opportunities for involving community leaders in the vocational program are usually abundant. One outcome of the individual conference could be to ask the community leader to serve as a member of the vocational advisory council or as a resource person or to assist in identifying cooperative education work stations. Most community leaders will be honored that you have asked for their advice or assistance and will, more often than not, be happy to accommodate any reasonable request.

Staff development activities relating to community involvement processes and activities should be provided. In addition to explaining the need for community involvement to your staff, you should consider offering staff development opportunities for faculty who wish to learn more about how to plan for a variety of appropriate business-industry-labor inputs into vocational education. Staff members may also have a desire to participate in structured occupational experiences or industry-education personnel exchange programs but may be hesitant to take action because of a lack of adequate information about the procedures involved or the policy of the administration/board toward these activities.

The Role of a Community Involvement Planning Committee

After the chief administrator or other coordinator of community involvement, the next most important role is played by the members of a planning committee. At first, this group might merely assess the need and climate for community involvement activities. On the basis of their findings, they could identify specific methods of community interaction and nominate particular persons or organizations to carry out these activities. After the program is underway, this group could dissolve itself or it might evolve into a kind of advisory or steering committee.

As a steering committee, the group could assist the administrator in such activities as (1) supervising key community involvement events or groups,

(2) maintaining the interest of participants, and (3) evaluating the success and worth of the program. As such, its composition could change to include representatives from each of the major community involvement groups. For example, the chairperson of each advisory committee for an occupational specialty could serve ex officio on the steering committee.

Another option preferred by some vocational administrators is to have the local vocational education advisory council serve as the official committee responsible for promoting and monitoring the institution's community involvement activities. This council is well suited to this purpose because it is normally composed of representatives from several occupational areas and such community organizations as the chamber of commerce and employment security agency. In some instances, a subcommittee of the larger council is assigned specific responsibility for promoting and coordinating business-industry-education activities.

Choosing individuals for the planning committee. Citizens who can help in the planning of community involvement can be identified through many sources--personal reference, business directories, professional and service organizations, and so forth. Board members, themselves active community participants, should be able to recommend key people. Administrators, too, will have valuable contacts through their involvement with civic and service organizations. In addition, people retired from business and labor who have remained active in community life may have both ample time and invaluable experience to offer to program planning.

One of the best approaches for identifying prospective committee members is to work, at first, through existing community organizations. The numbers and types of organizations in most communities can be staggering and almost beyond comprehension. There will not be a consistent pattern from community to community. However, a list of typical groups and subgroups that can be found in almost any community is shown in sample 3.

In selecting individuals, the structure and function of organizations in a community need to be considered. Although the organizations and services generally available in most communities share certain common features, there are also distinct and often unique services available, depending on location, economic base, social and cultural characteristics, and other attributes peculiar to a given community. There is also an inter-organizational structure that must be recognized and respected when developing community involvement programs and soliciting community cooperation and support. An administrator new to a community should consult with political, civic, and other leaders who are familiar with the community's various subpopulations, their power to influence others, and their concerns. The major demographic groups in the community should have their views represented in any community involvement effort.

Another essential consideration is the individual skills and attitudes of prospective committee members. Some of the basic skills and knowledge needed

SAMPLE 3

SOURCES OF COMMUNITY INVOLVEMENT PARTICIPANTS

1. Business and Industry

   - Large manufacturing corporations, service and utility companies, and transportation industries
   - Business and trade associations
   - Local and national chambers of commerce
   - Local business-education coordinating councils
   - Business-sponsored civic groups
   - The several types of inter- and intra-business and industrial consortial committees, unique to various communities

   Local chambers of commerce will frequently make available a membership directory that includes many of the above groups.

2. Service Clubs

   - Business and professional persons' clubs
   - Fraternal organizations
   - Young people's organizations
   - Special-interest clubs

3. Professional Organizations

   - Certified public accountants
   - Local registered and practical nurses associations
   - Society of engineers
   - Police officer's benevolent association

4. Governmental Agencies

   - City, township, or village government--Cities, in particular, offer a wide range of departmental services and often work in close harmony with schools.
   - County government--County departments of planning, social services, and so forth, are usually cooperative resources.
   - State and federal

   An effective means of becoming acquainted with governmental services at all levels is to contact elected officials who, upon request, are usually eager to be of service in furnishing comprehensive directories or other pertinent information.

5. Organized Labor

   - American Federation of Labor/Congress of Industrial Organizations
   - United Auto Workers
   - Teamsters
   - United Mine Workers
   - Skilled trade unions
   - National Education Association
   - Teachers' federations/associations

   Labor unions are a unique resource in that their potential for school-community involvement is frequently not recognized because of the public's perception of them as simply advocates for their membership while on the job. In reality, many unions are extremely community oriented and have an abiding interest in the total welfare of their members--including education. Furthermore, they can back up their interest with personal representation and other resources.

   Furthermore, unions are often representatives of very large blocks of taxpayers, parents, and school-area residents. They can serve as pipelines for disseminating information and can be used as excellent sounding boards and sources of advisory committee personnel. Personal rapport with community labor leaders is a worthwhile resource in and of itself.

6. Religious Organizations

   As in the case of labor unions, religious organizations are valuable in that they can disseminate information to a large number of grass-roots community members. Contacts may be made through the following channels:

   - Local pastors' associations
   - Individual congregations or groups
   - Regional denominational offices--Financing for projects that are otherwise difficult to support can often be secured through regional denominational offices.
   - Associations within religious organizations
   - National and regional groups

   Again, it pays to have a thorough understanding of the mission of each community group you are attempting to involve, especially with regard to each group's attitudes toward its role in school-community involvement. By and large, religious organizations can undertake many cooperative projects in career education. They are often generous in donating the use of their physical facilities for educational activities. If there are local organizations representing several denominations, it is often more productive and less controversial to coordinate programs through such organizations.

7. United-Way- or United-Fund-Sponsored Organizations

   - YMCA, YWCA
   - Boy Scouts, Girl Scouts, Explorers
   - Campfire Girls
   - Boy's Clubs of America
   - 4-H Clubs
   - Health agencies
   - Social service agencies

   Calling the local United Fund office, you can get a list of all their agencies and, usually, the addresses and names of contact persons.

8. Civic and Quasi-Political Organizations

   - Urban Coalition
   - League of Women Voters

   It is not uncommon for many such organizations to set up their own annual plan for community and school involvement and to solicit input from those knowledgeable about public education. You should take advantage of these opportunities to participate in such planning, as these organizations usually have exceptional talents and resources for working with education.

9. Volunteers

   In most communities, there are individuals or groups who will inform the school/college that they are available for volunteer work. You can make good use of this community resource by attempting to fit each person to the appropriate task. It is vitally important that a volunteer be assigned appropriately so that the volunteer does not become frustrated by a job that simply does not match his/her personality or capability. Should a misassignment take place, you and your staff must be sensitive enough to detect it and make an adjustment.

10. Civil Rights Organizations

    - National Association for the Advancement of Colored People (NAACP)
    - Urban League
    - National, state, or local civil rights commissions
    - Human relations boards
    - Urban Coalition
    - Opportunities Industrialization Centers (OIC)
    - Latino organizations
    - American Civil Liberties Union (ACLU)

    These organizations cover a very broad range of interests and activities, but they all have a special concern for education and its career aspects. Their special resources often lie in their sensitivity to the problems of minority students. They can play a vital role in assisting the school in the planning, development, and implementation of programs affecting these youngsters. They are also an invaluable source of minority volunteer assistance and can provide a line of communication to the minority community.

11. Public Libraries

12. Universities and Neighboring Educational Institutions

13. Parent-Teacher Organizations and School/College Community Councils

    Often the backbone of a successful school-community relationship, these organizations can serve as full-time sounding boards and advisory groups for community involvement. They can reflect the general reactions and needs of the community, play both a generalist and a specialist role, and function as liaison between educators and the many other community organizations previously reviewed. An institution intent on developing strengths in vocational education would do well to look first at the competency and organizational strength of these bodies and make them high-priority targets.

14. "Feeder" Schools

    Frequent communication with officials in feeder schools and districts can help foster the exchange of ideas and the healthy discussion of common concerns. It can also help establish a pattern of professional cooperation between institutions.

15. Press, Radio, and Television

    Many institutions designate one staff member to coordinate news releases and serve as a contact person for news reporters. If appropriate, you could invite mass-media representatives to serve as members of the planning committee. The amount of coverage of your events may improve, and they can also help by offering advice relating to the needs of the community. Mass-media people are useful contacts not only because of their position of influence but also because they frequently possess a clear understanding of the community and its people.

16. Yellow Pages of the Community Phone Book

    This document contains the names, addresses, and phone numbers of labor, professional, and business associations functioning within your community.

by planning group members in developing a comprehensive community involvement program are as follows:

- Skill in interpreting for educators the education and training needs of business, industry, and government
- Knowledge of the philosophy, goals, objectives, and structure of vocational education, as well as skill in interpreting these to community subpopulations
- Skill in addressing industry concerns that are related to the vocational program
- Skill in cultivating the involvement of community leaders

After determining an approximate size for your particular planning group, and keeping in mind the skills needed by those people, you should list possible candidates and take specific action to secure their membership in the planning group. The following suggestions should be of benefit while organizing this group:

- The critical ingredient for success in involving the community in vocational programs will be planning committee objectives that are broadly representative of the major interests of business, industry, labor, and government. To ensure this, the planning committee must consist in part of leaders of these groups. These leaders must have the support of their companies, organizations, or agencies so that members will be given the necessary time to work with the involvement program. Finally, the members of the committee should have previously shown interest in programs and problems of education and training.
- The people that you want to include in the community involvement program should be contacted by the most appropriate means available. You could invite them to an organizational meeting. Time permitting, your best approach would be to obtain a brief personal appointment with each prospective committee member at his/her work place. There, you can explain the purpose of community involvement and how he/she can be of help.

> CAUTION: LIKE EDUCATORS, MOST BUSINESS OWNERS, INDUSTRIAL MANAGERS, PUBLIC ADMINISTRATORS, AND PROFESSIONAL PERSONS HAVE EXHAUSTING SCHEDULES, DEADLINES, AND NUMEROUS DEMANDS. ASSUME THEY ARE BUSY AND PREPARE ACCORDINGLY.

- At the organizational meeting, each prospective volunteer should be informed about what is expected of him/her in the way of advice, assistance, cooperation, and time. It is recommended that you develop a handout for distribution at this meeting that contains helpful information for new volunteers about their role, the institution, and the general purpose of the committee.
- After gaining acceptance from prospective volunteers, each person should be sent a letter, signed by the chief administrator and/or board chairperson, affirming his/her appointment to the planning committee.

- Someone should also prepare news releases for the area's mass media. The releases should explain the general purpose of the committee, give the names of each of the appointees, and indicate the institution's desire to expand its involvement in and service to the community and the community's involvement in its programs as well.
- Keep in mind that community organizations and individuals probably already want to cooperate with educational programs. Your understanding the sources of their motivation can be beneficial.

For community involvement to become a reality, it may be necessary to make some adjustments in the organizational and administrative structure of the educational institution. In some cases, current attitudes and practices may need to be reinforced or slightly altered to encourage the growth of effective and efficient community involvement. Everyone concerned with community involvement must become well versed on when, where, and how to incorporate outside activities into classroom instruction. The future of the community involvement program hinges upon each person's specific role and how he/she builds community involvement into curriculum units, guidance programs, information systems, and evaluation. However, these roles must be coordinated. Caution should be taken not to allow the "everyone in general and nobody in particular" practice to threaten the effectiveness of this cooperation.

Regardless of how inspiring the leadership of the administrator is, or how thorough and dedicated the efforts of the planning committee are, a community involvement program will not yield the desired results without the efforts of dozens, even hundreds, of citizens. Their potential roles will be as varied as the diverse nature of activities chosen by the administrator, the planning committee, or themselves.

For more information on the roles of participants in school/college community-involvement programs, you may wish to arrange through your resource person to interview a secondary or postsecondary school administrator who has been particularly successful in promoting extensive and effective community involvement. You may also wish to meet with a business-industry leader who has been an active and effective participant in vocational/technical education programs. In your discussion, you should seek answers to questions such as the following:

- Why is community involvement in the school/college important?
- How have you provided for community involvement?
- What types of community involvement are most effective?
- Who should give leadership to community involvement?
- What are the advantages of community involvement to the following groups:
  - Employers
  - Employees
  - Educators
  - Students
- To what factors do you attribute your effectiveness in community involvement?
- Are there specific aspects of community involvement to which you should devote more attention?

You may wish to read all or part of the supplementary reference: Warmbrod, Cap, Robbins, and others, Business, Industry, and Labor Input in Vocational Education Personnel Development. This valuable reference describes various educational approaches to involving business, industry, and labor in the professional development of vocational educators. Specific chapters cover (1) staff development programs, (2) workshops and conferences, (3) cooperative internships, (4) structured occupational experiences, (5) personnel exchange programs, (6) advisory committees, (7) resource persons, (8) site visits, (9) resource development, and (10) evaluation of the staff development program.

Assume that you are an administrator who is working with a postsecondary institution's community involvement program. The following "Case Situations" describe opportunities for involving the community in your vocational programs. Each case situation is followed by some key questions. Read each case situation and plan in writing how you would involve particular individuals and groups in your programs, using the questions provided to guide your planning.

CASE SITUATIONS

1. John Kerschner, a tool-and-die maker, has just been named head of the local union. In the local newspaper's announcement of this election, the reporter who interviewed Mr. Kerschner quoted him as follows: "We need apprentice candidates who have the following characteristics and skills:

   - High school graduates
   - Average or above average communication skills, including the ability to listen and follow directions
   - Average mathematical skills and ability to read blueprints
   - Good physical health and muscular coordination
   - Positive attitudes toward work and good work habits

   Give us such youth or adults and we will make machinists of them. We need people who enjoy physical labor and hands-on work experience."

   Some of your associates fear that Mr. Kerschner's remarks will discourage graduates of machine tools programs in local vocational schools from pursuing further education through your college's mechanical technology or industrial trades courses.

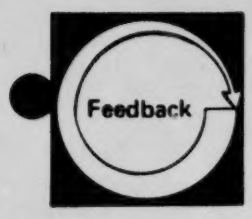
   If you were introduced to Mr. Kerschner at a community meeting a week later, would you suggest any community involvement role for him? What? Explain.

2. The chairperson of the Health Services Department, one of your immediate subordinates, reports to you that he has been asked to offer a series of noncredit classes for the continuing education of medical laboratory workers. Your college has a degree program for nurses and dental hygienists, but not for this particular area of health care. The two of you agree that, before your institution can respond to this request, you must assess your facilities and faculty and learn more about the area of medical laboratory work.

What types of persons in the community might you ask to consult you?

3. Last weekend you presented a talk on your hobby of colonial architecture to the Business and Professional Women's Club in a nearby town. During the business meeting held just before your part of the program, some of the members expressed their desire for the club to become more involved with your college's business department. (You offer degrees in accounting, retail management, paralegal assisting, and computer programming.) After your speech, several of your new "fans" privately echoed a desire to help the college in whatever way they could as individuals.

What roles might these individuals play that would benefit the college? What might you suggest that the club do as a whole? Explain.



Compare your written responses to the "Case Situations" with the "Model Choices" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL CHOICES

1. Although Mr. Kerschner's comments seem to imply that postsecondary education is unnecessary, you have no reason to believe he is hostile toward it. In fact, his approach could be reconciled with the goals and activities of your college. One way to convert his outspokenness and convictions into assets for the college would be to ask him to help develop, review, or revise the entrance/exit criteria for your current machine technology courses. You might also invite him to have lunch on campus someday with several faculty members. They can talk shop and exchange points of view on the capabilities of untrained vs. specially trained workers or academic vs. apprenticeship approaches. He might also be willing to talk to student clubs or groups about career opportunities, beginning wages, and general working conditions applicable to them after various stages of preparation. Your goal should be to develop a linkage between what Mr. Kerschner wants and what your college can provide.

2. One of the best sources of the desired information about refresher or developmental classes for medical laboratory personnel is the workers themselves, along with their employers or supervisors (usually a pathologist in a hospital or the owner of a private laboratory). You could invite some of them to a meeting with you and the health chairperson or try to arrange an invitation for you and the health chairperson to tour a hospital lab. You could ask if any of the medical lab personnel would be willing to sit on a task force of advisors to help organize some seminars, short courses, or workshops that would fill some of their needs. You could see if anybody is willing and able to teach some of these sessions. And don't forget that there might be a state agency or a national professional association that has already developed guidelines or standards applicable to such activities. If so, you could try to get one of their regional workers or state chapter officers to join your ad hoc group.

3. Assuming that the interested members of this club are themselves working in some of the same occupations that your college deals with (e.g., retail, paralegal), you could ask them to speak (individually or in small groups) with students in order to show them just what their daily work routine or setting is like. Also, some of them might be experienced and skilled enough to serve as part-time faculty or, at least, as guest speakers on new or specialized areas of their respective fields. Another possibility would be to ask them to serve as members of the business department's advisory committee.

As a group, the club might wish to sponsor a scholarship or conduct a competition to recognize and support outstanding students. Also, they could invite students to make presentations at their club meeting or offer them student, associate, or complimentary memberships. Finally, the club could serve as a network or clearinghouse to keep your placement director apprised of job openings, typical salary expectations, the growth of various job categories, and so on.

Level of Performance: Your completed responses should have covered the same major points as the "Model Choices." If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Participants in Community Involvement and Their Roles," pp. 31-41, or check with your resource person if necessary.

Learning Experience III

OVERVIEW

After completing the required reading, develop a community involvement plan appropriate to a given hypothetical situation.

You will be reading the information sheet, "The Key Steps in Planning and Implementing Community Involvement Programs," pp. 49-54.

You may wish to read the following supplementary reference: Adams, "Community Relations and Community Participation" in Leadership Practices for Directors of Vocational Education, edited and compiled by Dull, pp. 139-148.

You will be reading the "Case Situation," pp. 65-66 and developing a community involvement plan appropriate to the given hypothetical situation.

You will be evaluating your competency in preparing a community involvement plan using the "Community Involvement Planning Checklist," pp. 67-68.

NOTES

For information about developing a good community involvement plan, securing board commitment to your efforts, identifying community resources, and maintaining a spirit of involvement, read the following information sheet.

THE KEY STEPS IN PLANNING AND IMPLEMENTING COMMUNITY INVOLVEMENT PROGRAMS

To ensure that your approach to community involvement is well thought out, well organized, articulated with other activities, and practical in terms of time, budget, and other available resources, a written plan of action should be prepared by the planning committee. While the plan does not need to spell out activities in great detail, it should contain enough direction to guide all who are involved in its implementation. The following components are suggested as major headings for a comprehensive community involvement plan:

1. Description of community involvement goals/objectives--The list of goals and objectives does not need to be lengthy, but it should clarify what the institution is seeking to accomplish through its community involvement activities. A list of possible goals and objectives is shown in sample 4. If a written administrative or board policy exists, it should be reviewed for its implications. More will be said about this later.
2. Description of current community involvement activities--Identifying the current status of community involvement may involve the accumulation of some data and the preparation of at least a written general description of the types and extent of community participation that are already occurring. It is important to assess the current status accurately so as to provide a solid baseline for making future plans. Data assembled might include the number of advisory groups currently active, the number of citizens involved, the number of community resource persons used, and so on.
3. Description of community involvement recommendations--This part of the plan should address (1) what current activities should be continued, (2) what current activities should be modified in some way or discontinued, and (3) what new activities should be initiated, if any. This is perhaps the most important part of the plan, and careful attention needs to be given to establishing priorities and selecting realistic activities. Caution needs to be exercised; there may be a temptation to promise more than can be delivered with the available time, staff, and resources. These recommendations need to be well thought out and feasible given the institutional situation.
4. Schedule of activities--Once priorities have been determined, preparing a time schedule of what is to be done, and when, will help you to sequence activities over a given period of time (usually one year).

SAMPLE 4

COMMUNITY INVOLVEMENT: POSSIBLE GOALS AND OBJECTIVES

Goals

To offer high-quality, relevant vocational education programs designed to meet the needs of the community

To identify and use community resources in support of vocational education programs

Objectives

To establish and maintain clear communication between vocational education and the community

To solicit input from employers on the nature and content of vocational education program offerings

To develop a file of potential community resources to be tapped for vocational education program offerings

To make the community aware of the equipment and materials needed by vocational education programs

To make vocational educators aware of industry's needs for new program offerings

To identify and establish cooperative work stations and other joint ventures on the part of the community and vocational education

To assist vocational instructors in keeping abreast of technological change in their occupational fields

To meet industry's needs for training by achieving institutional flexibility in scheduling, course location and design, mode of instruction, and faculty assignment

5. Assignment of responsible personnel--Assigning responsibilities will require consultation with the individuals involved, as well as their supervisors or other superordinates. The point to keep in mind is that people with the appropriate authority need to be assigned and held responsible for major activities. Unless responsibility is assigned, the work involved is not likely to get done. Every effort should be made to match individuals' skills and interests with appropriate activities.

6. Budget for required resources--Fortunately, many community involvement activities require few, if any, financial resources. Most advisory committee members and community teachers, for example, will donate their time and often some resources. There are some activities, however, that may require funds to cover postage, printing, meals, or other costs. Once your schedule of activities for the year has been established, you should be able to estimate the financial resources required.

7. Evaluation plan--Evaluation, whether formal or informal, formative or summative, can lead to program improvement. The collection of feedback from those involved in and affected by the various activities can be beneficial in terms of planning an even better program the following year.

Development of the community involvement plan may require several meetings of the planning committee. Parts of the plan may appropriately be delegated to and drafted by subcommittees. Once all inputs have been compiled and the plan has received the approval of the total planning committee, it should be submitted through the appropriate administrative channels for final approval.

Proper timing of the community involvement planning process is important. For example, the submission of the planning committee's recommendations and the board's final decision to support community-aided program planning should be scheduled early in the institution's annual budget planning process.

Methods for Influencing Board Policy

The actual community involvement plan proposed by the planning committee is unlikely to succeed without some kind of board commitment that reinforces the institution's interest in the community involvement concept and its potential for benefiting the community. It is important that those individuals involved in planning for community involvement in vocational programs understand the existing philosophy and goals of the school/college. You will need to ensure that the most recent statements of the board's policies and goals are made available to everyone on the community involvement planning committee.

If the planning committee discovers that existing institutional philosophy and goals do not include the concept of community involvement in vocational programs, then they should request that this concept be included in a revised statement of policy.

The need for community involvement could be introduced at a regular board meeting. The following points could be emphasized:

- The broad definition of community involvement and the comprehensive nature of the program
- The program's compatibility with state requirements for vocational education programs
- The various roles that community members can play in the program
- Benefits to program participants--students, faculty, and community members alike
- Specific examples of successful community involvement activities undertaken by comparable institutions

Members of the planning committee could attend the meeting and express their interest to the board. Remember that there may be members of the public attending the board meeting who are hearing about an organized community involvement program for the first time, so this board discussion might well constitute the first general public presentation about the program.

Another method that can be used to effect a change in board policy would be to formally request that the planning committee's written recommendations for community involvement be adopted as official board policy. The committee's request should include a clearly stated recommendation for change, specifying where the change should be inserted in the official board statement and offering a rationale to support their recommendations.

Methods for Identifying Community Resources

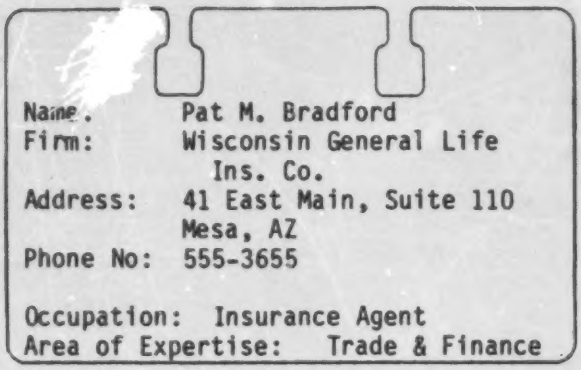
Finding community resources and people is another critical role the planning committee should play. It is highly improbable that any one person or group of people will know the names and places of all the individuals and agencies that could provide support, advice, or service to the school/college. Thus, an effort should be made to systematically develop a comprehensive list of available community resources.

Resource file. A method sometimes used to organize information about available community resources is to develop a file of names of individuals who are willing to serve, including each individual's areas of expertise, his/her address, and any other pertinent information, especially how many times that particular individual has been called upon to do volunteer work. A similar type of file can also be used to identify services already offered by community agencies and industries that would be useful to the community involvement program. A rotary file is one method of managing all this information. Sample 5 is an example of a card prepared for this type of information system.

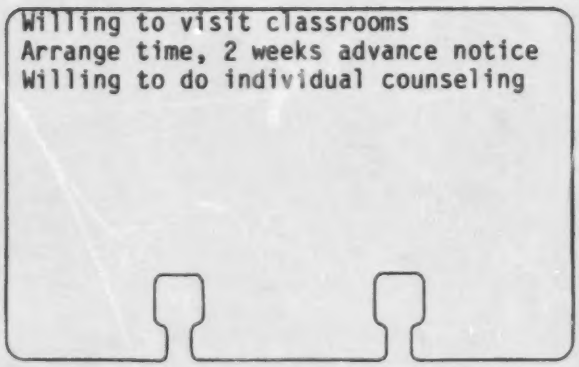
After a file of pertinent information has been established, the planning committee has a starting point from which to work. It is quite possible that a portion of the information gathering has already been done. Check

SAMPLE 5

ROTARY FILE CARD


Name: Pat M. Bradford
Firm: Wisconsin General Life Ins. Co.
Address: 41 East Main, Suite 110 Mesa, AZ
Phone No: 555-3655
Occupation: Insurance Agent
Area of Expertise: Trade & Finance

CARD FRONT



CARD BACK

SOURCE: Adapted from "Community Resources Directory and Field Trip Guidelines and Helps for Teachers" (Mesa, AZ: Center for Career Development, 1973).

with guidance personnel, career education coordinators, vocational program advisors, the dean of community services, and instructors to secure any information that may already have been gathered. This existing information can provide a means for uncovering additional agencies and organizations that make up the community's social structure. Those agencies can then be contacted to determine whether they offer services that at some point in time can be used by the educational community or have needs that could be met by the school/college.

Resource directory. A second, more complex resource information system is a community resource directory. It is designed to help administrators and instructors to more effectively use existing community resources in the development and implementation of a successful involvement program. The following point should be considered prior to developing an extensive resource directory: The more groundwork done on such a directory, the easier program implementation will be. In fact, the directory represents only one outcome of an extensive community survey project.

The process of securing information for a complete community resource directory includes the following steps:

1. Determine the geographic area to be included--The geographic area to be included in both the survey and the directory should be determined before beginning the survey. Most often, the logical boundaries to consider are those of the educational district. Occasionally when a small or largely rural area is involved, the boundaries of the area to be included in the directory must be extended beyond the area of the institution. For example, you may wish to specify a larger area in order to include the county seat or state capital, which may be the only source of certain government officials.

2. Prepare a map of the area--If the educational institution boundaries are the same as a geographical area, a map is probably already available. Otherwise, a map of the area to be surveyed should be drawn, preferably by someone with some experience in demography. A social studies teacher in the district may be the logical person to complete this task.

   For the purposes of community involvement, at least the following types of resources should be listed: resource persons, field trip sites, work experience opportunities, government and public or community agencies, and prospective donors of materials, supplies, and/or equipment.

3. Identify the names, addresses, and telephone numbers of persons to be contacted--A comprehensive listing of these potential contact persons will facilitate conducting the survey to determine what community resources are available. A directory from the chamber of commerce or other community directories will be very useful in preparing this type of master list. Do not arbitrarily exclude any individual, group, or business. Everyone should have an opportunity

to contribute to the programs of the educational institution. The names and addresses of all parents/guardians should be available from school rosters or registration lists. The addresses of many other adults may be available from taxpayer rolls and the telephone book.

4. Determine how and by whom the needed information will be gathered--Whether the information is collected by mail, personal interview, telephone, or some combination of techniques, the determining factors will be the amount of time and money available. Where possible, a team effort is recommended since involvement generates support and understanding. All persons conducting the inventory should be provided with proper identification, including names and telephone numbers of individuals who can attest to the authenticity of the caller. If possible, secure the endorsement of the chamber of commerce, educational groups (P.T.A., local teacher's association, alumni organizations, service organizations) in making the survey.

5. Prepare survey instruments appropriate to each group--In order to determine what local resources are available, accessible, and practical for use by the institution, it is necessary to survey the community (the area of previously determined boundaries) and to gather specific information from the same persons who will eventually be contacted about the use of resources.

   The survey forms in samples 6 through 9 are suggested for use in gathering specific information for use in compiling a resource directory. It may be necessary for your institution to modify the suggested forms to meet specific needs or the local situation.

6. Collect information for the directory--The suggested or modified survey forms can be mailed directly to persons in the community. Alternatively, interviews can be arranged in advance by telephone or mail. The purpose of the survey must be made clear to those being polled so that the best possible information is collected. A time frame should be established for the collection of information so that the directory can be compiled before the time for its use arrives. Summer may be the best time for data collection and surveying so that teachers can have the directory in hand when the fall term begins.

7. Code and classify information--Information can be classified in a number of ways. One very practical way is to divide information collected into the following categories: field trips, resource persons, work experience opportunities, and equipment and supplies available. These can be further subdivided into occupational clusters or curriculum areas.

   Several other possibilities also exist for coding the data in a meaningful way. Among them are the following:

   - Career clusters as identified by the U.S. Office of Education
   - Career clusters as identified by the National Center for Research in Vocational Education

- Subject matter categories
- Dictionary of Occupational Titles (D.O.T.)
- Standard Industrial Classification (S.I.C.)
- Alphabetical arrangement

The forms in samples 6-9 are designed so that the resources can also be divided into four categories--persons, businesses, nongovernmental agencies, and governmental agencies--and then into the occupational clusters they represent.

8. Compile and publish the directory--If coding and classifying are done properly, the directory will already be compiled to a considerable extent. Further alphabetical listing is then suggested within the categories. Remember to use community members for assistance whenever possible. A local business that has indicated a desire to help in community involvement efforts might agree to produce the directory or subsidize production costs. You may also have at your disposal a graphic arts class that could use this printing experience as actual hands-on experience. Or a retired editor might be willing to coordinate the entire effort.

9. Update the resource directory--In the event that a resource directory already exists or a developed directory needs to be updated, the following factors need to be considered: (1) advisory committees, teachers, and other parties involved in the compilation of the directory should be polled for suggestions for new listings; (2) present listings should be reclassified or deleted as necessary; (3) currently listed individuals or groups may request the deletion or modification of their listing; and (4) new listings should be added as they become available.

   Evaluation data collected from students and teachers who have taken field trips and used the resource persons listed should be considered in deciding the appropriateness of the resources for various age groups, educational objectives, and so on. In many cases, a resource that is ineffective for a specific grade level or educational objective may prove very effective at another level or for a different educational objective. Evaluations completed by the resource persons and field trip hosts should also be reviewed when making classification decisions, and this information should be posted in the master copy of the directory. You must, however, assure the privacy of all evaluation responses and summaries as appropriate.

SAMPLE 6

SAMPLE INVENTORY OF COMMUNITY RESOURCE PERSONS

1. Name of individual _____
2. Title _____
3. Business/Industry/Agency/Organization _____
   _____
4. Address _____
   _____
   _____
5. Telephone number _____
6. Occupation or job title _____
   _____
7. Brief list of duties commonly performed _____
   _____
   _____
   _____
   _____
8. List the specific topics you could address or other contributions you could make to the learning process _____
   _____
   _____
   _____
9. List the vocational skills you could demonstrate or explain _____
   _____
   _____
   _____
10. What illustrative materials, if any, would you be able to bring to the classroom?
    Actual Materials _____ Models _____
    Individual Student Brochures _____
    Classroom Packet for Teacher _____
    Films _____ Filmstrips _____
    Posters _____ Charts _____
    Other _____
11. Would you be willing to meet in advance with: (Check all that apply)
    The teacher Yes _____ No _____
    A committee of students Yes _____ No _____
    Teacher and committee of students Yes _____ No _____
12. Please circle the days of the week and the times generally most convenient for you to serve as a resource person.
    Days - M T W TH F
    Time - Morning Afternoon Evening
13. For what grade level or levels do you feel you could best serve as a resource person? (Check all that apply)
    7-9 _____
    10-12 _____
    13-14 _____
    Would you be willing to serve on a 1:1 basis? Yes _____ No _____
14. Additional comments, if any _____
    _____
    _____
    _____
    _____
    _____

SAMPLE 7

SAMPLE INVENTORY OF BUSINESSES AND INDUSTRIES: SPECIFIC EDUCATIONAL INPUTS

Name of company _____

Address _____

_____ Telephone _____

Name of contact person _____

Title or position _____

Location _____ Telephone _____

A. FIELD TRIPS

1. Would your company be available for a field trip? Yes _____ No _____
2. What is the nature of activities that students might observe? Check all those that apply:

   Processing _____ Sales & Service _____

   Manufacturing _____ Accounting _____

   Other (please explain) _____

   _____
3. How many people can be accommodated at one time? _____
4. How many times per year would you be willing to have student groups? _____
5. Specific points regarding the field trip:
   a. Best time of year _____
   b. Best time of week _____
   c. Best time of day _____
   d. How much time is needed for a single visit? _____
   e. Are there restroom facilities? Yes _____ No _____
   f. Are there eating facilities? Yes _____ No _____
   g. Is there ample parking? Yes _____ No _____
   h. Is guide service available? Yes _____ No _____
   i. Are any safety devices (glasses, hard hats) needed by students? Yes _____ No _____
7. Are there other specific aspects of the tour that should be called to the attention of those arranging the field trip? _____

   _____

B. WORK EXPERIENCE*

1. Are there opportunities for placing students for work experience in your business? Yes _____ No _____ If Yes, please answer the following to the best of your ability.
2. What type of work experience is available? Please check appropriate blanks:
   a. Part-time, unpaid Yes _____ No _____
   b. Part-time, paid Yes _____ No _____
   c. Full-time, paid Yes _____ No _____
   d. Observation only Yes _____ No _____
   e. Other _____
3. If you answered Yes to any of the above, please give the name of the individual who should be contacted to work out details:

   Name _____

   Position _____ Telephone _____

*Positive reactions in this section in no way obligate the business surveyed. Mutually acceptable agreements would be worked out before any student is assigned.

C. EQUIPMENT LEASE, LOAN, OR GIFT

1. Does your company have a policy statement regarding leasing, loaning, or donating equipment? Yes _____ No _____
2. What equipment or supplies do you have that might be useful to our vocational education programs?

   Equipment

   Supplies

3. Who should be contacted to discuss possible agreements regarding equipment, supplies, or other special educational resources available from your company?

   Name _____

   Position _____ Telephone _____

SAMPLE 8

SAMPLE INVENTORY OF NONGOVERNMENTAL COMMUNITY AGENCIES AND ORGANIZATIONS*

1. Name of agency or organization _____
2. Address of agency or organization _____

   _____
3. Telephone number _____
4. Name of executive officer _____

   Date _____
5. What educational activities does your group engage in? (Check all those that apply)

   a. Host students at luncheons and meetings — Yes _____ No _____

   b. Provide scholarships — Yes _____ No _____

   c. Provide brochures or other illustrative material — Yes _____ No _____

   d. Sponsor students to selected programs, workshops, or other events — Yes _____ No _____

   e. Sponsor camperships — Yes _____ No _____

      If Yes, name of camp _____

   f. Sponsor student exchange in U.S. or abroad — Yes _____ No _____

   g. Provide resource persons for school programs — Yes _____ No _____

      If Yes, complete the community resource person inventory, if not already done.
6. Are there other educational activities engaged in by your group that were not covered above? If Yes, please explain. _____

   _____

   _____

   _____

   _____

*A partial categorical list of such agencies or organizations might include civic, professional, and fraternal groups, local business organizations (e.g., chamber of commerce, Better Business Bureau), local trade or union groups, and a host of other nongovernmental groups or agencies that may be unique to your community.

SAMPLE 9

SAMPLE INVENTORY OF GOVERNMENTAL AGENCIES

1. Name of agency _____

2. Address _____

3. Name and title of chief executive officer _____

   Date _____

4. Telephone number _____

5. What broad areas of government service are provided? _____

   _____

6. What specific services are provided by the agency? _____

   _____

   _____

   _____

   _____

   _____

7. Is literature available that explains the service? Yes ____ No ____

8. What educational activities is the agency able to provide to local schools/colleges?

   Resource persons Yes ____ No ____

   Field trips Yes ____ No ____

   Work experience Yes ____ No ____

   Other _____

9. Are specific materials available that explain the various career opportunities in the agency?
   Yes _____ No _____ If Yes, do they include:

   Brochures Yes _____ No _____

   Films Yes _____ No _____

   Filmstrips Yes _____ No _____

   Posters, charts Yes _____ No _____

   Others _____

   _____

10. Please include other suggestions you have for enriching local school programs.

    _____

    _____

    _____

    _____

    _____

Methods for Maintaining the Spirit of Involvement

During the campaign to develop a resource directory, much of the groundwork for informing the community that an expanded involvement program is underway between the community and the educational institution will be done. However, it will be necessary to continually inform people of the steps the educational institution is taking to learn as much as possible about the "outside" world and how it is using that knowledge to improve its programs.

The characteristics of your audience will determine the most practical way to describe the community involvement program. Community involvement could be explained by stressing the growing national interest in the concept. The program could be presented as a way to improve the educational system by providing students with opportunities to come in contact with a variety of resource persons. Virtually every personal contact made on behalf of the involvement program will contribute to the total image of the program in your community. The first people who explain or present the community involvement program to community members will leave lasting impressions that reflect on the program, and they should be aware of their potential impact.

Staff and students should understand that they will be representing the program to the community through their actions and attitudes. Staff especially should be aware of the value of candor in working with the community. If some aspects of the program are not working as well as could be expected, community members should be asked to help find solutions. This openness and willingness to listen will go a long way toward building public trust and support.

Administrators and others officially representing the community involvement program should have credibility and be willing to listen to others. They should inspire the confidence of community members. They will be acting as spokespersons for the program and should be articulate, confident, and capable of interacting with others. They should also be open to individual differences of opinion and have an understanding and appreciation of the values system of the various community groups.

Planning committee representatives should be individuals who sincerely believe in community involvement and are convinced that community members are capable of contributing to student learning. They should also have a thorough understanding of involvement concepts, as they will be on the firing line in answering questions from the community. Thus, they should be able to explain how community involvement works and its benefits to students, educators, and the community (see sample 10).

Small-group meetings and person-to-person contact are both effective means of introducing the program to community members. Each technique can be used to advantage, depending on the audience. Introducing the program to labor leaders, for example, may involve both small-group presentations and the answering of individual questions about the program to convey the information needed.

SAMPLE 10

SCHOOL-COMMUNITY INVOLVEMENT BENEFITS

STUDENTS:
- Will see more clearly the relationship between school and real life
- Will be better prepared to cope with adult roles
- Will be able to make informed choices
- Will find adolescence a more positive, stimulating period

EDUCATORS:
- Will find student motivation increased
- Will have more relevant programs
- Will receive improved public support
- Will function to meet the needs of youth in a technological society

COMMUNITY:
- Will find personal satisfaction from helping students
- Will have improved capacity for providing input on the training of potential employees
- Will have greater input in the development and revision of the curriculum, guidance program, and educational policies
- Will possess better understanding of educational efforts relating to local community needs

There is so much to be gained by an effective program of community involvement that every educational institution concerned with vocational education should consider it a top priority. Representatives of government, business, industry, and labor must be involved in the process of planning, conducting, and evaluating vocational education programs. You must remember, however, that the promise of involvement that is not followed up by meaningful activity can be very detrimental to continued participation. A lack of administrative planning and coordination is likely to result in only very limited, superficial involvement. Several key steps in planning for effective involvement have been outlined in this information sheet. They should be heeded by those responsible for bringing about close collaboration between vocational education and business, industry, and other community groups.

For more information about how to develop effective plans for achieving significant community involvement, you may wish to read Adams, "Community Relations and Community Participation," in Leadership Practices for Directors of Vocational Education, edited and compiled by Dull, pp. 139-148. Adams discusses the importance of comprehensive planning as a way of promoting the continuing participation of the community in the development, review, and evaluation of all educational activities. Specifically addressed are the relations and involvement of faculty, students, parents, business-industry-labor, feeder school administrators, community agencies, advisory committees, vocational student organizations, media personnel, and legislators.

The following "Case Situation" provides background information for you to use in developing a community involvement plan for a hypothetical area vocational center. Read the situation described and then develop a one-year community involvement plan.

Since this is a hypothetical situation, you will not be able to develop as complete a plan as you would in a real situation (e.g., you don't know enough about the type of community in which the institution is located; the nature of the business, industry, labor, and governmental organizations present; and the specific skills, interests, and current work loads of your staff). In a real situation, you would also want to involve a planning committee or appropriate others in developing the plan. However, you can indicate in at least a general way what you would propose.

CASE SITUATION

You have been appointed as the director of a new area vocational center that will open in the fall. The facility is designed to house 1,000 secondary students, who will be bused in from five feeder high schools. Fifteen different programs will be offered initially, including business and office education, data processing, auto mechanics, ornamental horticulture, farm production and management, food service, carpentry, drafting, and machine technology.

You can expect to have an assistant director, a counselor, and department chairpersons or head teachers for each of the 15 program areas. The new school is centrally located among the feeder schools in a town of about 15,000 people. Each of the feeder schools is located in a village or town ranging in population from about 6,000 to 20,000 people. Although primarily a rural and small-city district, the area vocational center district does have a considerable amount of small industry (e.g., tool and die, small construction firms, many dairy and cash crop farms, wholesale and retail establishments).

The five feeder high schools can be briefly described as follows:

- Thomasville High School--Upper middle income area with local minority enrollment. Many students drop out because of lack of interest in academic offerings.
- Midville High School--Average socioeconomic base with cross section of academic ability. Balanced racial/ethnic mix. Some exceptional education classes.

- Falconer High School--Middle income area with both rural and suburban students. Most students go to work after graduation. Achievement levels are average and below.
- Wheatfield High School--Small school with lower income base in a primarily rural area. Students achieve generally at one grade below grade level. Students come from conservative homes and have a reputation as hard workers. There is low minority enrollment.
- Strong High School--Lower socioeconomic base with high percentage of minority students. Students achieve on the average of two grades below national level. A gifted student program has recently been implemented.

Assume the superintendent and the board have decided that the implementation of a community involvement plan is appropriate as a means of obtaining significant community input and assuring program responsiveness to community needs. You have been asked to develop a plan and give personal leadership to initiating appropriate community involvement activities for the coming year. You also have been assured of reasonable staff and financial support to carry out your plans.

Your plan should include at least the following:

- Policy statement regarding community involvement
- Goals and objectives of community involvement
- The number and types of members to serve on the planning committee
- Activities to be considered during the first year (final determinations should be made only after the input of a planning committee)
- Tentative calendar of activities
- Budget of anticipated expenses
- Evaluation of community involvement program

After you have developed your plan, use the "Community Involvement Planning Checklist," pp. 67-68, to evaluate your work.

Name _____

Date _____

COMMUNITY INVOLVEMENT PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
1. The plan contains a description of the institution's:				
a. policy toward community involvement.....	☐	☐	☐	☐
b. community involvement goals.....	☐	☐	☐	☐
c. community involvement objectives.....	☐	☐	☐	☐
2. The description of community involvement recommendations includes:				
a. new activities to be initiated.....	☐	☐	☐	☐
b. the establishment of priorities.....	☐	☐	☐	☐
3. All activities are scheduled, at least tentatively, on a calendar/time line.....	☐	☐	☐	☐
4. A planning committee is proposed, including:				
a the number of members to serve.....	☐	☐	☐	☐
b. the types of representation to be sought.....	☐	☐	☐	☐
c. a description of the committee's functions/role....	☐	☐	☐	☐

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
5. A budget is included that covers all anticipated expenses such as:				
a. staff (if needed).....	☐	☐	☐	☐
b. postage.....	☐	☐	☐	☐
c. printing/duplication.....	☐	☐	☐	☐
d. meal expenses.....	☐	☐	☐	☐
e. travel expenses.....	☐	☐	☐	☐
6. An evaluation plan is included that provides for the collection and use of:				
a. data about each activity as it occurs (formative)..	☐	☐	☐	☐
b. data about the reactions of educators and citizens to the total program (summative).....	☐	☐	☐	☐
c. recommendations for future program improvement.....	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, "Key Steps in Planning and Implementing Community Involvement Programs," pp. 49-64, revise your plan accordingly, or check with your resource person if necessary.

Learning Experience IV

FINAL EXPERIENCE

While working in an actual administrative situation, involve the community in vocational education.*

As part of your administrative responsibility, involve the community in vocational education. This will include--

- assigning responsibilities as appropriate to your situation
- developing a community involvement plan
- monitoring all community involvement activities

NOTE: As you complete each of the above activities, document your activities (in writing, on tape, through a log) for assessment purposes.

Your resource person may want you to submit a written community involvement plan to him/her for review before you proceed with your actual involvement efforts.

Due to the nature of this experience, you will need access to an actual administrative situation over an extended period of time.

continued

*If you are not currently working in an actual administrative situation, this learning experience may be deferred, with the approval of your resource person, until you have access to an actual administrative situation.

FINAL EXPERIENCE continued

Arrange to have your resource person review your community involvement plan, other materials developed under your leadership, and any other documentation of your activities. If possible, arrange to have your resource person observe at least one instance in which you are directly involved in community involvement planning or activities (e.g., working with a business leader to arrange a field trip experience; planning or conducting a workshop; arranging on-the-job training experiences).

Your total competency will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 71-73.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in involving the community in vocational education programs.

Name _____

Date _____

ADMINISTRATOR PERFORMANCE ASSESSMENT FORM

Involve the Community in Vocational Education

Directions: Indicate the level of the administrator's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In planning for community involvement in the vocational education program, the administrator:						
1. assessed the status of the institution's current community involvement activities by surveying educators and citizens and reviewing available documentation.....	☐	☐	☐	☐	☐	☐
2. gathered adequate background information concerning the institution's community involvement philosophy and goals.....	☐	☐	☐	☐	☐	☐
3. involved appropriate persons in planning the involvement effort (e.g., formed a planning committee), including:						
a. educational personnel.....	☐	☐	☐	☐	☐	☐
b. advisory committee/council members.....	☐	☐	☐	☐	☐	☐
c. parents.....	☐	☐	☐	☐	☐	☐
d. industry representatives.....	☐	☐	☐	☐	☐	☐
e. government representatives.....	☐	☐	☐	☐	☐	☐
f. labor representatives.....	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
4. gave leadership to the development of a comprehensive community involvement plan.....	☐	☐	☐	☐	☐	☐
The community involvement plan:						
5. contained a description of the institution's community involvement policies, goals, and objectives.....	☐	☐	☐	☐	☐	☐
6. described briefly current community involvement activities, including:						
a. the types of activities being conducted....	☐	☐	☐	☐	☐	☐
b. the degree of involvement in each activity.	☐	☐	☐	☐	☐	☐
7. contained recommendations for future community involvement including:						
a. activities that should be continued.....	☐	☐	☐	☐	☐	☐
b. activities that should be modified or discontinued.....	☐	☐	☐	☐	☐	☐
c. activities that should be initiated.....	☐	☐	☐	☐	☐	☐
d. the establishment of priorities.....	☐	☐	☐	☐	☐	☐
8. included a master schedule (calendar/time line) of all major activities that identified:						
a. what was to be done.....	☐	☐	☐	☐	☐	☐
b. who was to be responsible.....	☐	☐	☐	☐	☐	☐
c. when it was to be done.....	☐	☐	☐	☐	☐	☐
9. contained a reasonable budget designed to cover all anticipated expenses.....	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
10. provided for the ongoing collection of data regarding the total community involvement effort including:						
a. data about each activity conducted (extent and type of involvement).....	☐	☐	☐	☐	☐	☐
b. reaction data from persons within and outside the institution.....	☐	☐	☐	☐	☐	☐
c. recommendations for future program improvement.....	☐	☐	☐	☐	☐	☐
In implementing the community involvement plan, the administrator:						
11. monitored all community involvement activities.	☐	☐	☐	☐	☐	☐
12. coordinated community involvement activities with other community and institutional activities.....	☐	☐	☐	☐	☐	☐
13. maintained documentation of the community involvement activities.....	☐	☐	☐	☐	☐	☐
14. scheduled meetings and/or workshops so as not to impose on leaders at busy times.....	☐	☐	☐	☐	☐	☐
15. systematically inventoried available community resources through a mail survey, interviews, or open meetings.....	☐	☐	☐	☐	☐	☐
16. assembled information about community resources in a suitable filing/retrieval system.....	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the administrator and resource person should meet to determine what additional activities the administrator needs to complete in order to reach competency in the weak area(s).

NOTES

Additional Recommended References

Burt, Samuel M., and Lessinger, Leon. *Volunteer Industry Involvement in Public Education.* New York, NY: Irvington Publishers, 1970.

Campbell-Thrane, Lucille, and Jahnke, Jessica Jo. *Building Partnerships—CBOs, CETA, and Vocational Education.* Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1981.

Dieffenderfer, Richard A.; Kopp, Lee; and Cap, Orest. *Business-Industry-Labor Linkages: Handbooks for Improving Personnel Development Programs.* Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

Gonder, Peggy Odell. *Linking Schools and the Community.* Education U.S.A. Special Report. Arlington, VA: National School Public Relations Association, 1977. ED 144 202

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Sinclair, Robert L. *A Two-Way Street: Home-School Cooperation in Curriculum Decision-Making.* Boston, MA: Institute for Responsive Education, 1981.

Stevens, David W. *The Coordination of Vocational Education Programs with CETA.* Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1979.

Where Can I Go for Help? Washington, DC: The Council for Basic Education, 1980.

REVIEW PERIODICALS SUCH AS THE FOLLOWING:

Journal of Industry-Education Cooperation. (Brown Publications, Springfield, MA) This journal is produced by the National Association for Industry-Education Cooperation (NAIEC) to promote its major objective: to mobilize the resources of industry — including business, labor, government, and the professions — in order to assist schools to improve the relevance and quality of educational programs at all levels. Published semi-annually (spring and fall).

Competency-Based Administrator Education Materials

LEADERSHIP & TRAINING (LT) SERIES

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- LT-A-1 Develop Local Plans for Vocational Education: Part I
- LT-A-2 Develop Local Plans for Vocational Education: Part II
- LT-A-3 Direct Program Evaluation

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- LT-B-1 Direct Curriculum Development
- LT-B-2 Guide the Development and Improvement of Instruction
- LT-B-3 Manage the Development of Master Schedules

Category C: Student Services

- LT-C-1 Manage Student Recruitment and Admissions
- LT-C-2 Provide Systematic Guidance Services
- LT-C-3 Maintain School Discipline
- LT-C-4 Establish a Student Placement Service and Coordinate Follow-up Studies

Category D: Personnel Management

- LT-D-1 Select School Personnel
- LT-D-2 Supervise Vocational Education Personnel
- LT-D-3 Evaluate Staff Performance
- LT-D-4 Manage School Personnel Affairs

Category E: Professional and Staff Development

- LT-E-1 Appraise the Personnel Development Needs of Vocational Teachers
- LT-E-2 Provide a Staff Development Program
- LT-E-3 Plan for Your Professional Development

Category F: School-Community Relations

- LT-F-1 Organize and Work with a Local Vocational Education Advisory Council
- LT-F-2 Promote the Vocational Education Program
- LT-F-3 Involve the Community in Vocational Education
- LT-F-4 Cooperate with Governmental and Community Agencies

Category G: Facilities and Equipment Management

- LT-G-1 Provide Buildings and Equipment for Vocational Education
- LT-G-2 Manage Vocational Buildings and Equipment
- LT-G-3 Manage the Purchase of Equipment, Supplies, and Insurance

Category H: Business and Financial Management

- LT-H-1 Prepare Vocational Education Budgets
- LT-H-2 Identify Financial Resources for Vocational Education
- LT-H-3 Develop Applications and Proposals for Funding Vocational Education

Category I: Program Improvement

- LT-I-1 Use Information Resources to Help Improve Vocational Education Programs
- LT-I-2 Use Inquiry Skills to Help Improve Vocational Education Programs

Supportive Materials

- Guide to Vocational-Technical Education Program Alternatives: Secondary and Postsecondary—An Introduction
- Guide to Using Competency-Based Vocational Education Administrator Materials
- Resource Person's Guide to Implementing Competency-Based Administrator Education Concepts and Materials
- An Introduction to Competency-Based Administrator Education (slide/audiotape)

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

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